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ABSTRACT

This report is a guide to ESEA Title III programs in Massachusetts. Forty-six programs are described; these programs concern, among many other topics, curriculum development, bilingual education, inservice teacher training, interdisciplinary programs, individualized instruction, learning and behavior problems, and environmental study. In addition to a description of the program, the director, phone, participating districts (where applicable), other staff positions, Title III supervisor, amount of Title III grant, and extent of local support are given for each program. (KM)

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# kaleidoscope 7

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## Winter 1973

## SPECIAL ISSUE:

## E.S.E.A. Title III Projects in Massachusetts

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SPECIAL ISSUE: E.S.E.A. TITLE III PROJECTS

## winter 1973

EDITED BY

Beverly Lydiard, Beverly Silver Simon

Commonwealth of Massachusetts

Department of Education

Division of Curriculum and Instruction

Bureau of Curriculum Services, E.S.E.A. Title III

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# Introduction

"THESE ARE CHANGING TIMES...WE LIVE IN A CHANGING AGE...CHANGE IS THE WATCHWORD OF THE DAY...DO YOU WANT TO CHANGE?...HOW TO CHANGE YOURSELF/YOUR CLASSROOM/YOUR BOYFRIEND/YOUR WIFE/YOUR SCHOOL/YOUR SYSTEM/THE WORLD?"

Change. Changing. Changed. Words we all use and few of us understand--very well. What is, how to, when to, why...change? True enough, we can see outside changes in objects, people, places, but we can't tell what goes on inside. We don't know how deep the change is, how pervasive, how much we can count on its being there longer than a day, or a week, or a year.

We're not exactly sure how or when to make these long-lasting changes or sometimes even if we should. Sometimes we want to because we're bored or unhappy with the old, but more often than not, we're forced to adapt because things around us change.

Change can be a challenge or an obstacle, depending on our mood. The experience can be liberating or stultifying, depending on the change. But no matter what, it's a chore. Whether we're gripping the old or grasping the new, it's a hard, long, painful but necessary job. And that much we know about change.

These articles are about change--in schools, in communities, in people. They'd better be because that's what ESEA Title III money is for...innovation in education...new solutions to old problems.

People have always struggled with changing education, but in 1965 Congress made it easier by providing federal Title III money...seed money, money for experimentation so hundreds of thousands of classroom teachers and administrators could try out the new ideas they had been dreaming about all these years. And recognizing the inherent stubbornness of people, the government gave each project three years of funding so the cities and towns could gradually see its value...maybe...and take it over...hopefully.

In Massachusetts, you can see where this happened. Perhaps you didn't even know these were Title III projects: Metco--which bussed inner city students to suburban schools; Amherst's Model observation kindergarten; Operation Male in Arlington--which demonstrated the impact of male teachers on primary school children; Merrimac Education Center and Foxborough's Project Spoke --regional training centers providing a variety of resources and in-service training for teachers.

Some were loved but never continued, like Harwich's Little Fiddlers project which delighted people for three years with its violin-playing kindergarten, first and second graders. In other instances, towns picked up parts of the project or the earlier experiments provided necessary research information for current Title III projects. Sturbridge's Three Dimensional Project and Ashland's Early Childhood Center are

direct outgrowths of earlier projects. If you have any questions about these or any of the projects in this issue, feel free to call us--the Title III staff at the Department of Education--or the project directors themselves (phone numbers are listed with each project).

We've worked closely with the projects, struggling along with them, trying to help them work through the many knotty problems that arise, trying to suggest others who may help, letting them know they're not alone. That's given us one perspective...about the projects, about change, about education in this state.

The project directors have another perspective. Sitting on the firing line, they don't pretend to have magic answers for anyone, including themselves. They will be the first to tell you the difficulties they've had, where they went wrong, where they were convinced the limb they were on was right until they were chopped off. Some have succeeded more than others and we're not always sure why.

Sometimes it's the idea that catches, or the community is extra willing, or the director is very strong, or the staff is very dedicated. Sometimes all these things are there and the project still has trouble. Change begets change. A new idea stirs up new problems which need different solutions. So we probably need more projects--Title III or otherwise--experimental... allowing for trial and, yes, error...to keep the search alive, to make the chore of changing that much easier.

But that may not happen. It is likely that ESEA Title III funds may be discontinued this year. We think this would be a terrible loss for the state, for the country, for the hopes and dreams of a new generation. If we maintain only a status quo, we may slip backwards, grinding all the more deeply into those old, familiar ruts. And since we're only human beings, since we don't always easily push ourselves forward, we need the spurs, we need the visions, we need all the help we can get...to change.

Jeanne Maguire Widmer
Supervisor, ESEA Title III

# UNLOCK

UNLOCK stands for Unusual and New Learning Opportunities for Creativity and Knowledge. It is a statewide communication network with representatives in most school systems. KALEIDOSCOPE is published twice a year as reports from UNLOCK representatives and others accumulate. Feel free to contact the UNLOCK representative in your area if you have a lead about an innovative program you think we should know about or if you would like more information about this dissemination program.

# How to Use KALEIDOSCOPE

Get in touch with the Project Director if you think a particular project has some merit for your own situation. These people are happy to share their experiences.

Note the Subject Cross Reference, Index by City, Town and Region, and the Index by Grade Level at the back of the book.

School systems represented in KALEIDOSCOPE should feel free to reproduce any report for wider distribution. Simply credit this publication.

Abbreviations include E.S.E.A., Elementary and Secondary Education Act; RSD, Regional School District; HS, high school; JHS, junior high school; and LEA, local education agency.

# Distribution

KALEIDOSCOPE 7 has been distributed automatically to the following people: superintendents and principals of all Massachusetts public and non-public schools (preschool through grade 12), education schools of all colleges and universities in the Commonwealth, local presidents of the Massachusetts Federation of Teachers and the Massachusetts Teachers Association, School Committee Chairmen, education editors of the mass media, educational directors of educational organizations and community action programs, local education chairmen of the League of Women Voters, all other state Departments of Education and E.S.E.A. Title III Coordinators nationwide. Our mailing list also includes many interested teachers, parents and the people mentioned in the articles in this issue. Total circulation: 13,000.

You may add your name to the mailing list or obtain additional copies from KALEIDOSCOPE, Massachusetts Department of Education, Bureau of Curriculum Services, 182 Tremont Street, Boston, MA 02111. Use the form at the back of the book or telephone 727-5750. There is no charge for this publication.

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# Table of Contents


| | LOCATION | PROJECT TITLE | PAGE |
|---|---|---|---|
| 1. | AMHERST-PELHAM RSD | Paraprofessionals in Occupational Resource Centers | 1 |
| 2. | AMHERST-PELHAM RSD | A Systems Approach to Individualizing Instruction | 1 |
| 3. | ASHLAND | Early Childhood Center (ECC) | 3 |
| 4. | ATTLEBORO | Interplay of Learning Styles | 4 |
| 5. | AUBURN | Project Scenic | 5 |
| 6. | BELLINGHAM | ERA--Educational Reorganization for Accountability | 6 |
| 7. | BILLERICA | An Experience with the New Humanities | 7 |
| 8. | BOSTON | A City-University Staff Development Project | 8 |
| 9. | BOSTON | Crisis Prevention and Intervention | 9 |
| 10. | BOSTON | Curriculum Development in Bilingual Education | 10 |
| 11. | BOSTON | Mattapan Human Relations Program | 11 |
| 12. | BRAINTREE | Project PROVE | 12 |
| 13. | BROCKTON | QUEST: Quality Urban Environment Studies Training | 13 |
| 14. | CAMBRIDGE | Metropolitan Education Center (EdCo) | 14 |
| 15. | CHELMSFORD | LEAGUE: Learner Guided Education | 15 |
| 16. | DANVERS | Self-Direction Through Group Dynamics | 16 |
| 17. | FALL RIVER | Training for Redeployment of Teaching Personnel | 17 |
| 18. | FALL RIVER | Training Teachers in Psychological Education | 18 |
| 19. | FRAMINGHAM | Community Language Program | 19 |
| 20. | GREATER LOWELL RSD | Innovative Consortium--Career Development | 20 |
| 21. | GREENFIELD | Franklin County Supplementary Education Center | 21 |
| 22. | HAMILTON-WENHAM RSD | Project Adventure | 22 |
| 23. | LEXINGTON | Learning Disabilities Film Training Program | 24 |
| 24. | LINCOLN | Sidetrack | 25 |
| 25. | LINCOLN | Storefront Learning Center | 26 |
| 26. | LOWELL | Education Bank | 27 |
| 27. | MEDFORD | Arts for Intergroup Relations Education (AFIRE) | 28 |
| 28. | MERRIMAC | Network of Innovative Schools | 29 |
| 29. | MONTAGUE | Project C.A.R.E.: Curriculum of Affect for Responsive Education | 31 |
| 30. | NEW BEDFORD | Individualized Methods and Portuguese/American Cultural Training | 32 |
| 31. | NORTH ANDOVER | Common Concerns Collaborative on Open Education | 33 |
| 32. | NORTON | Project HEED | 34 |
| 33. | QUINCY | Project LINC: Learning in the Community | 35 |
| 34. | SPRINGFIELD | Environmental Center for Our Schools (ECOS) | 35 |
| 35. | STURBRIDGE | 3D--Three Dimensional Project | 37 |
| 36. | SWAMPSCOTT | Education for Living | 38 |
| 37. | WACHUSETT RSD | Prevention of Maladaptive Behavior in Elementary School Children | 38 |
| 38. | WARE | Learning Problems Laboratory in Western Massachusetts | 39 |
| 39. | WATERTOWN | Home Base School | 40 |
| 40. | WAYLAND | Parent Counseling | 42 |
| 41. | WESTFIELD | Project Pioneer | 43 |
| 42. | WEST SPRINGFIELD | Work Opportunity Center | 44 |
| 43. | WESTWOOD | Project Tape-It | 45 |
| 44. | WEYMOUTH | Part Time: Pupils as Responsible Teachers to Increase Mutual Esteem | 46 |
| 45. | WILLIAMSTOWN | Integrated Arts Curriculum | 47 |
| 46. | WORCESTER | Project LEARN | 48 |

Introduction ii
Editors' Notes iv

---

Subject Index 49
City, Town and Region Index 50
Grade Level Index 52
List of Area UNLOCK Consultants 53
Plans for KALEIDOSCOPE 8 54
How to get on the Mailing List 54

**"The significance of man is not in what he attains, but in what he longs to attain."**

Albert Schweitzer

# 1. Paraprofessionals in Occupational Resource Centers

Amherst-Pelham Regional High School, Triangle St., Amherst, MA 01002

The Occupational Resource Center has been developed to reach individuals wherever they are in their career development--in school or out of school, child or adult--and to provide individuals with the vehicle for developing their full potential regardless of race, socio-economic, ethnic or cultural background.

This program seeks to promote creativity in career education by assisting schools, community colleges, correctional institutions and other local and state agencies in the establishment of innovative occupational resource centers. These have been established at 22 locations across Massachusetts and 22 paraprofessionals have been trained to assist in the establishment and maintenance of the resource centers.

These centers make available to the individual a wide array of occupational information. Printed materials, such as books, career briefs, pamphlets, tests, and brochures are supplemented by an assortment of audio-visual equipment such as filmstrip projectors, tape cassettes and various occupational career kits. The trained paraprofessional helps each visitor utilize the materials for their maximum value.

A three-week training program for the paraprofessionals includes instruction in the basic communications skills and those specific skills required for the successful management of the center. The paraprofessionals, in cooperation with their supervisors, prepare materials and programs for their individual centers, with extensive assistance from the training program staff.

The Occupational Resource Centers are located in the following towns: Adams, Amherst (four centers), Boston, Brockton, Easton, Gloucester, Great Barrington, Greenfield (two centers), Hathorne, Holyoke, Huntington, Lexington, Medford, Milford, Somerville, Springfield (two centers), and Townsend.

DIRECTOR
Arthur L. Leland

PHONE
413-549-1072

OTHER STAFF POSITIONS
4 Members of the Project Team
Administrative Assistant

TITLE III SUPERVISOR
Ellen Butterfield

ESEA TITLE III GRANTS
1971 $11,900 (planning grant)
1972 $69,431

EXTENT OF LOCAL SUPPORT
$172,225

# 2. A Systems Approach to Individualizing Instruction

Office of the Superintendent of Schools, Chestnut St., Amherst, MA 01002

The Performance Objective Program, more properly called "A Systems Approach to Individualized Instruction," is a multi-faceted, district-wide project of the Amherst-Pelham Regional School District. The major goals of this project are:

1. Development of individualized curriculum materials and instructional programs to consider the needs of the individual student in the choice of objectives, activities, materials and time.

DIRECTOR
John F. Reynolds

PHONE
413-549-3975

PARTICIPATING DISTRICTS
Amherst-Pelham Regional School District

2. Creation of strong input opportunities for students, parents, and other adults who want to help in defining learning objectives.

3. Creation of a process of accountability that stimulates but controls individualization of instruction by matching specifically designed pupil performance objectives to ways of evaluating and reporting on the progress of individual students.

4. Creation of a program budgeting process that directs human and material resources to the accomplishment of defined learning objectives in the most efficient manner possible.

Throughout the first year of the project, emphasis was placed on the development of the skills necessary to meet these goals.

In addition to an extensive in-service program for teachers, instructional sessions for students and for parents were offered. "General Goal Statements" for each discipline area, K-12, were developed, with monthly presentations to the school committee being open to public discussion.

Primary emphasis for the second year of the program is on applying the systems approach to the expansion of high quality education, with an emphasis on the entire affective area.

A Help Team, consisting of the project director, a doctoral intern, a consultant in affective education and any other staff member with the experience needed is available on call to any teacher to assist in the classroom with implementation problems.

An Evaluation Team continually monitors project activities and district programs, as well as parent, student and teacher perceptions, providing frequent reports to the administration and to the POP Advisory Board--consisting of one teacher from each of the seven schools in the district, three parents, one administrator, one member of the Regional School Committee and the project evaluator.

With these three components added to the project, it is felt that teachers will receive greatly increased in-service assistance, greater feedback, and a much greater voice in the planning of project activities.

Amherst Public Schools
Pelham Public Schools

OTHER STAFF POSITIONS
Doctoral Intern
Project Evaluator
Consultant in Affective Education

TITLE III SUPERVISOR
Ellen Butterfield

ESEA TITLE III GRANTS
1971 $48,102
1972 $64,850

EXTENT OF LOCAL SUPPORT
1971 $34,426
1972 $118,689

# 3. Early Childhood Center (ECC)

531 Chestnut St., Ashland, MA 01721

The Regional Early Childhood Education and Resource Center provides in-service training for teachers which will enable them to implement child-centered, activity-oriented programs for their classes.

Serving the towns of Hopkinton, Millis, Ashland, Framingham and interested educators throughout the state, the Center has established two demonstration classes: a kindergarten class and a primary class of 5-, 6-, and 7-year olds. Here one can observe a child-centered program functioning within a public school setting.

A visit to one of the demonstration classes is followed by a discussion with a member of the Center's staff. The demonstration classrooms are open to visitors mornings by appointment.

A full-day orientation to the philosophy of child-centered education can also be arranged upon request for larger groups (10-15). These sessions include observation, a film and discussion period.

The Center also holds workshops related to open education. Announcements of these workshops are sent to all educators on the Center's mailing list. Anyone wishing to be placed on this list should write or call the Center.

Within the region it serves, the Center is conducting an intensive in-service program. Participating teachers are working closely with a resource advisor from the Center who is assisting them in their efforts to create child-centered, activity-oriented classrooms. The resource advisor spends one day each week in each school working with the teachers, and this visit is followed by a one- to two-hour session after school, which is sometimes structured as a workshop. At other times, it consists of an informal discussion of particular concerns or questions of participating teachers.

Participating teachers also attend monthly workshops at the Center. At these workshops, the teachers make both curriculum materials and furnishings for their classes, and are instructed in the use of a variety of materials and manipulatives which can be used in their classrooms to teach skills which were previously taught through the textbook, worksheet approach.

The child-centered program has been evaluated by Psychometrics, Inc. in terms of both the affective and cognitive areas. The findings indicate that there is no significant difference in the achievement of the experimental (demonstration open classrooms) and control (traditional classrooms) groups in the cognitive area. However, there is a significant difference in the affective area measured, and definite patterns have emerged.

DIRECTOR
Joan M. Little

PHONE
617-881-4717

PARTICIPATING DISTRICTS
Ashland
Framingham
Hopkinton
Millis

OTHER STAFF POSITIONS
3 Resource Advisors
2 Demonstration Classroom Teachers
2 Classroom Aides

TITLE III SUPERVISOR
Judith Dortz

ESEA TITLE III GRANT
1971 $102,764
1972 $80,176

EXTENT OF LOCAL SUPPORT
$42,874

# 4. Interplay of Learning Styles

Brennan Middle School, County St., Attleboro, MA 02703

Project Interplay spotlights learning styles as a means of redefining the role of the teacher. The general goal of the project is the improvement of the teaching-learning process through use of educational technologies such as multi-media facilities, open classrooms, and learning activity packages.

The primary emphasis of the project in its initial year was the identification by teachers of various student learning behaviors. During January to June 1972, the project held in-service workshops for teachers and 14 Saturday classes for field-testing. Sixty-five students in grades 1 through 8 accepted random invitations to attend "How Do You Learn?" classes on Saturday mornings at Brennan Middle School.

Teachers from two elementary schools and one middle school prepared for the Saturday classes by designing learning situations in which they could observe different learning styles at work. The teachers wrote activities in behavioral terms and provided two or three modes for reaching each objective. Consultants suggested approaches at Wednesday meetings with the result that students were observed from a variety of perspectives (e.g., auditory/visual; temporal/spatial; sequential/spatial; group/individual). Information and evaluative findings were recorded and used as the prime sources of feedback for the weekly in-service.

In addition to coming to conclusions about the general characteristics of a number of observable learning styles, each project teacher did two shadow studies of individual students. The Saturday morning experience upgraded skills in observation and diagnosis of learning styles, but more importantly it provided an opportunity for teachers to work together and to commit themselves to the implication of the study, namely that a "facilitator of learning" is better able to meet the needs of different learners than is a "dispenser of knowledge."

During the second year with continued in-service support in more effective use of new educational technologies, 30 pilot teachers at Brennan, Bliss and Finberg Schools are structuring their regular classrooms to provide for the "interplay" of different learning styles. Individualized learning activity packages on "technologies" are available for teacher use.

In addition, the project offers a monthly workshop series entitled, "Styles and Stuff" which involves another 80 Attleboro teachers and administrators.

Also, eight more Saturday sessions are planned; this time for students in grades 1 and 2, with a combined staff of high school and elementary teachers at each end of the curriculum sharing insights about learners.

DIRECTOR
Theodore J. Thibodeau

PHONE
617-222-5188

OTHER STAFF POSITIONS
Media Specialist
Secretary

TITLE III SUPERVISOR
Jeanne Maguire Widmer

ESEA TITLE III GRANTS
1971 $30,390
1972 $57,680

EXTENT OF LOCAL SUPPORT
1971 $10,000
1972 $18,000

# 5. Project Scenic

Randall School, West St., Auburn, MA 01501

Scenic (A Sequential Curriculum in Ecology and New Instructional Concepts) is a project concerned with implementing an environmental education program with interdisciplinary learning activities in the Auburn Public Schools. The main thrust of the program in 1972-73 is with grades K-3.

During a summer workshop a sequential curriculum was developed which consists of eight units for each primary grade. The units are planned around the major environmental themes of land forms, animals, plants, water, trees, birds, insects, and weather.

The curriculum represents an open-ended plan for study, with teachers responsible for deciding on activities and directions to take either using suggested learning experiences or developing their own activities. In grades 4-6 environmental education will become an integral part of the science curriculum.

Terminal objectives are concerned with introducing a program in environmental education to the Auburn Public Schools in order to increase the environmental awareness of teachers and pupils and to develop a respect for and a personal commitment to working for the preservation of the environment. Pupils in all grades are involved in unit learning experiences in the sequential curriculum that was developed as a component of Project Scenic.

Learning experiences include out-of-door education both at school sites and at the Randall Outdoor Site which they visit on a regular schedule. At the Site, the Project Scenic outdoor specialist integrates the students' activities with units in progress in the classrooms. At all levels the structure of the program is very flexible to adapt to the purpose of a given activity.

Much of the time children work in small groups as they engage in inquiry, investigate problems, share ideas and materials, interpret data, work with the teacher on specific skills, and the like. Activities are of an interdisciplinary nature to demonstrate how environmental studies involve language, mathematics, social studies, art, music and physical education skills and concepts.

This project hopes to contribute to education in Auburn and in Central Massachusetts by introducing an exemplary sequential curriculum in environmental education where none previously existed. It will also serve to demonstrate the use of outdoor areas as an important component of a program in environmental education. In addition, teaching strategies that encourage inquiry, observation, investigation and discovery will be applied to classroom teaching.

DIRECTOR
Suzanne L. Chilton

PHONE
617-832-3239

OTHER STAFF POSITIONS
Outdoor Specialist
2 Parent Aides
1 College Aide

TITLE III SUPERVISOR
Judith Dortz

ESEA TITLE III GRANTS
1971 $50,000
1972 $40,000
1973 $35,000 (Expected)

EXTENT OF LOCAL SUPPORT
$18,875

ED 084062

# 6. ERA—Educational Reorganization for Accountability

6 Mendon St., Bellingham, MA 02019

The Bellingham School Administration wishes to implement its plan for individualized instruction, expand its program of open space and offer the many laboratory courses which it feels are necessary in education today. Unfortunately, like many other school systems, it has experienced a dramatic increase in student population--from 1340 students in 1962 to 3700 in 1972.

Despite a sustained building program, three elementary schools, a new junior-senior high school and a 20-room addition in less than ten years, Bellingham has not been able to attain its goal of establishing an educational process designed to meet the needs of each learner.

As a result, the Bellingham School System is conducting a study as to the feasibility of operating schools year round. The aim is to develop a program which will not only increase the quality of education in Bellingham, but will greatly reduce and hopefully eliminate the need for a costly school construction program.

The basic plan under consideration is popularly called the "45-15" day plan. By this, it is meant that the town's total school population is divided into four equal groups. Each group attends school for 45 days and then has a 15-day vacation. The groups are staggered so that only three groups are in school at one time.

By using this plan, approximately 25 to 33 percent of the classrooms will be vacant. The educational gains afforded by using these vacant rooms to ease the student/teacher ratio, to expand the curriculum, to hire specialists such as reading teachers and guidance counselors, could be endless.

The project will study all aspects of the extended school year in detail. Areas such as curriculum, scheduling, building renovations, transportation, accreditation, tenure and retirement laws are but a few which are under consideration. Teacher and student reaction to a 240-day schedule, as well as family and community reaction to the elimination of the traditional summer vacation will be evaluated. This study and subsequent implementation would have far-reaching effects on a local, state and national basis.

Considerable information on a variety of year-round programs has been gathered. Copies of this information and other data about year-round education programs are available from the project director.

DIRECTOR
John Kraskouskas

PHONE
617-966-2372

OTHER STAFF POSITIONS
Secretary

TITLE III SUPERVISOR
Jeanne Maguire Widmer

ESEA TITLE III GRANT
1972 $39,875 (planning grant)

EXTENT OF LOCAL SUPPORT
1972 $4,400

# 7. An Experience with the New Humanities

Locke Middle School, Allen Rd., Billerica, MA 01821

This program originated as a basic correlated arts course arranged in chronological sequence. After a few months, the course began to wear on both the teachers and the students: During the Romantic period, characteristic pieces of music and works of art are similar in their design, the musical and visual elements are similar, composers' and painters' expressions are similar.....so what! What does all this have to do with a seventh grader and his life problems? What about TV, new movies, clothing styles, pop radio stations or other artistic media dealt with every day?

These questions and comments resulted in a new component for the course. Plans were made to include the viewpoint of students within the urgency of what's happening now. Student/teacher rap sessions derived a new humanities which included student motion and still photography along with small group dramatic productions which were actually student problem-oriented projects through which the students could express their findings of solutions and consequences by developing and producing their own multi-media materials.

For most of the problem-projects chosen by students, resource needs included materials from English, social studies, music and art, and each teacher in the project represents one of those areas.

After two years of controlled experimenting with four teachers and one seventh grade division, the course had developed to such a level of diversity and innovation that a proposal for ESEA Title III funds was made and accepted. Now in its second year, the project currently includes a full-time project director with a staff of eight teachers and twelve groups of seventh grade students (making 400 in all). It has replaced geography in the school curriculum.

DIRECTOR
Richard Todd

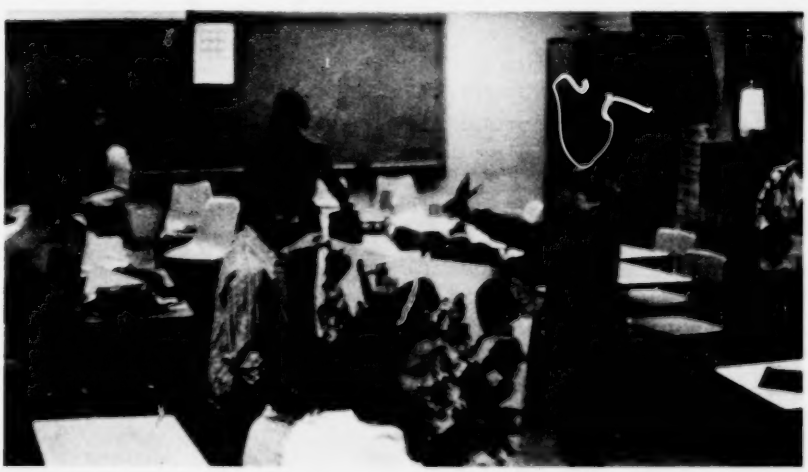
PHONE
617-667-3366

OTHER STAFF POSITIONS
4 Teachers

TITLE III SUPERVISOR
Jeanne Maguire Widmer

ESEA TITLE III GRANTS
1971 $46,000
1972 $29,100

EXTENT OF LOCAL SUPPORT
1971 $15,900
1972 $62,500



A list of performance objectives had been drawn up. The developing of new objectives is determined by students' needs and interests. Plans are currently under way to double the teaching staff and the number of students participating.

Completed units, student projects, lists of performance objectives, the original project design and information concerning visits are available from the project director on request.

# 8. A City-University Staff Development Project

155 Talbot Ave., Dorchester, MA 02124

DIRECTOR
Mildred B. Griffith

PHONE
617-265-6601

OTHER STAFF POSITIONS
3 Assistant Directors

TITLE III SUPERVISOR
Roselyn Frankenstein

ESEA TITLE III GRANTS
1971 $104,640
1972 $22,650

EXTENT OF LOCAL SUPPORT
$18,556

A visit to one of Boston's new open space schools will reveal that open space refers to an architectural design describing a large learning area which might house as many as 200 children and a team of seven teachers and two aides. A variety of organizational patterns exists in the eight full-scale open space schools and the multi-age groups take many forms.

The City-University Staff Development Program is a collaborative effort between the Boston Public Schools and the Institute for Learning and Teaching at the University of Massachusetts which provides targeted staff development services to staff in these open space schools. As a major part of its commitment to the project, the university has assigned a consultant trainer to the program to provide support and assistance to the cadre and to serve as a broker, exploring and making known available resources. A growing pool of consultants who reflect the diversity of demands is being made available by the Institute for Learning and Teaching.

Given the cadre's pooled experience in open space schools during the past year, the cadre is charged with sharing with teachers techniques, suggestions and strategies conducive to promoting more effective instruction within the open space design in response to the individuality of teachers and teams.

Cadre members have responded to requests from principals and teams to assist in assessing the needs of children. Activities have included informing teachers of available formal instruments, obtaining tests for schools, and giving assistance in using informal tests, checklists and inventories.

An eight-week workshop was devoted to such topics as developmental reading, individualized instruction, learning packets and contracts, and a variety of approaches to mathematics and social studies.

In response to a request from parents to learn more about learning disabilities, the project staff conducted a workshop for parents, teachers and community people during December on "Early Recognition of Learning Disabilities."

A new teacher receives support from a cadre member during a visit where help is given in developing strategies, scheduling, and selection and use of appropriate programs and materials. Members of the project staff have found that teachers are quite willing to share their areas of concern with a member of the cadre who provides supportive services.

# 9. Crisis Prevention and Intervention

45 Myrtle St., Boston, MA 02114

The Crisis Prevention and Intervention Program is a planning and pilot effort to develop an operational program in five schools. The primary objectives are to identify and attempt to alleviate those in-school forces which lead to crisis, to survey the needs of the schools, and to develop a scientifically designed instrument to assist in the identification of crisis proneness in a school. (Crisis is defined as that situation which disrupts the normal procedures of a school.)

An Advisory Council has been formed to advise the director on procedures for implementing the program and to assist in the project evaluation and dissemination of information regarding the effort. Community leaders and parents comprise more than half the membership of the Council.

A Support Team made up of faculty, pupils, parents, and police has also been set up in each school. This Team will be available as a resource to the respective principals; it will assist in the needs survey and will identify specific areas in which it desires training in order to accomplish its dual goals of prevention and intervention. Each Team will then design a model crisis intervention plan for its school.

The entire program will be carefully evaluated internally and externally. Internally, the progress reports and logs of the Director, the Advisory Council

DIRECTOR
Ann M. Foley

PHONE
617-742-7400 x300

PARTICIPATING DISTRICTS
Brighton High School
English High School
Thomas Edison Junior High
Mount St. Joseph's Academy
St. Columbkille High School

OTHER STAFF POSITIONS
Secretary

TITLE III SUPERVISOR
David Jackman

ESEA TITLE III GRANT
1972 $63,705

EXTENT OF LOCAL SUPPORT
1972 $5,952

and the Support Team will be examined and discussed. Externally, the program will be evaluated by an outside educational evaluation firm.

The project will provide a model plan which other school systems may duplicate and utilize.

# 10. Curriculum Development in Bilingual Education

Department of Bilingual Education, Boston Public Schools, 21 James St., Boston, MA 02118

In February 1972, Massachusetts became the first state in the country to mandate bilingual classes in all cities and towns having 20 or more students of limited English-speaking ability from the same language group. As the various communities responded to the new law and planned to initiate or expand their bilingual programs, it became evident that much work would be needed to provide teachers with guidelines, objectives and techniques for these classes. This project, begun just recently, is designed to meet some of those needs.

The staff consists of a project director, two curriculum research specialists, and a secretary, with liaison personnel in 25-30 communities having bilingual programs in Spanish or Portuguese. They will work over the three-year period to:

1. identify the areas of greatest need in terms of curriculum;
2. complete and disseminate an annotated bibliography of bilingual materials in use;
3. set priorities for the project in terms of the expressed needs of bilingual teachers across the state;
4. develop materials;
5. pilot these materials and revise them as indicated from feedback from teachers involved;
6. disseminate curriculum guidelines or materials to all cities with bilingual programs for their use in ensuring quality education for all children involved.

Although the project is based at the Bilingual Department of the Boston Public Schools, it will, throughout its duration, attempt to reflect the statewide needs of Spanish-speaking or Portuguese-speaking teachers and their students. Effort will be made to design materials which incorporate the cultural background of the students. Continued contact with the liaison cities and other curriculum development projects in Massachusetts and throughout the country will be an important component, and beginning indications are that this cooperation will lead to a successful project.

DIRECTOR
Betsy Tregar

PHONE
617-261-3969

OTHER STAFF POSITIONS
2 Curriculum Research Specialists
Secretary

TITLE III SUPERVISOR
Ellen Butterfield

ESEA TITLE III GRANT
1972 $71,156

EXTENT OF LOCAL SUPPORT
$7,400

# 11. Mattapan Human Relations Program

1641 Blue Hill Ave., Mattapan, MA 02126

This project is aimed at the residents of Mattapan and the staffs and students of six Mattapan schools and one high school, and addresses itself to three needs. First is the necessity of promoting racial harmony in racially mixed neighborhoods and schools. Second is the need to improve students' self-image, particularly in schools with large black populations. Third is the need to foster community involvement in schools.

During its first year, three procedures were used in the project: a sensitivity training program to help ease racial tensions; multi-ethnic resource centers to improve students' self-images and their attitudes toward culturally different people; and the establishment of a Mattapan Elementary Parent-Teacher Advisory Council, and use of community aides to provide human links between home and school.

The general thrust of the first year program was to establish a foundation for ongoing communication and understanding among the people of different racial and ethnic backgrounds in the community. Statistical testing indicated that significant changes in attitude occurred among 42 of the participants who took both the pre- and post-tests.

At the meeting which concluded the activities of the program's first year, an observer took down comments. More than half of those who spoke commented on understanding either themselves or others better; the others told how much they enjoyed meeting other Mattapan people.

DIRECTOR
Dorothy Cash

PHONE
617-296-3941

PARTICIPATING DISTRICTS
Martha Baker School
Charles Logue School
E. P. Tileston School
Lowell Mason School
St. Angela's School
Lewenberg Junior High
Hyde Park High School

OTHER STAFF POSITIONS
2 Community Librarians
1 Community Liaison
Secretary

TITLE III SUPERVISOR
David Jackman

ESEA TITLE III GRANTS
1971 $93,835
1972 $67,843

EXTENT OF LOCAL SUPPORT
1972 $28,300

During the second year of the project, six major activity areas are being undertaken:

- an Interracial Community Action Laboratory for teachers and parents;
- a human relations program for the Solomon Lewenberg Junior High School community;
- a mini-counselor program and crisis intervention training program for Hyde Park High School;
- a program to train a core cadre as community human relations resource persons;
- continued implementation of the Multi-Ethnic Resource Center;
- an action-support program through the Mattapan Parent-Teacher Advisory Council.

As a result of experience during the first year of the program, two goals have emerged as guiding principles for the second program year. First, a greater number of students should be involved in and affected by the program. Second, opportunities and support should be provided for those involved in the program to work together in planning and implementing community action projects.

# 12. Project PROVE

Braintree High School, Town St., Braintree, MA 02184

Project Prove is a program offering pre-occupational and pre-vocational experiences and training for high school age trainable and low educable retarded students. The training areas include activities in food preparation, food serving, home economics, personal hygiene, transportation, clerical skills, library skills, industrial arts, first aid, home living and work experience.

During the summer of 1972, a workshop addressed itself to evaluation of students referred, establishment of criteria for performance at training stations, and home visits to students selected to participate in the project.

The training stations are contained in two rooms specifically remodeled at Braintree High School for this purpose. Resources within the regular school setting as well as the nearby shopping center are available to the project participants.

The staff will develop baselines of performance for each training station. Project participants will be first trained in the area in which they show the most aptitude and adaptability as well as that in which they show their greatest need. For example, a project participant might demonstrate an aptitude and competency to work in food service, while at the same time exhibiting the need to acquire some basic knowledge and functioning in the area of transportation.

DIRECTOR
John G. Malloy

PHONE
617-848-4000 x59

OTHER STAFF POSITIONS
2 Teachers
1 Aide

TITLE III SUPERVISOR
Ellen Butterfield

ESEA TITLE III GRANT
1972 $45,924

EXTENT OF LOCAL SUPPORT
1972 $69,584

Project participants will be rated on their performance in these areas. In addition, parents will provide supplemental activities in the home to assist project participants in accomplishing objectives.

Participants are evaluated on each work station activity and also on a behavior rating scale. The purpose of this is to assist participants in decreasing negative behavior characteristics exhibited during the pre-vocational training period. Parents as well as staff are asked to evaluate project participants' performances on activities and skills acquired.

Agencies such as South Shore Rehabilitation Center, where some former students have been received after having been in Braintree Public School Special Education programs, will be asked to rate preparedness of students who have come from Braintree Public Schools. These ratings will be averaged by the workshop staff and the results will be used as a criterion against which to compare the ratings given to future students sent from Braintree Public Schools who have participated in Project Prove.

# 13. QUEST: Quality Urban Environment Studies Training

Brockton High School, 470 Forest Ave., Brockton, MA 02401

In an attempt to make the Brockton community more aware of the environmental crisis facing it, the Brockton Public Schools are offering an interdisciplinary course entitled, "A Quality Urban Environmental Studies Training Program" (Project QUEST). This model curriculum is based on the patterns and processes involved in land usage and development in the greater Brockton urban community. A problem-solving approach is used, and the materials and case studies employed are drawn from community resources.

The 111 students who have elected to take the QUEST I course are divided into six heterogeneous classes composed of sophomores, juniors and seniors. QUEST II is currently being offered to 13 students who have completed the first year of the program. This second phase consists of an independent research component, a teacher assistant component, and a program which takes the student into selected elementary and junior high schools to share his knowledge of a specialized area.

The Project QUEST core team consists of a science teacher, a social science teacher, and a mathematics and computer teacher. In addition to this team, there are 13 resource teachers drawn from the various disciplines at the high school, junior highs and elementary schools. These teachers continuously develop resources, act as student advisors and aid the core teachers.

DIRECTOR
Maurice J. Donnelly

PHONE
617-588-7800 x609

OTHER STAFF POSITIONS
Science Teacher
Social Science Teacher
Math and Computer Teacher

TITLE III SUPERVISOR
Roselyn Frankenstein

ESEA TITLE III GRANTS
1971 $76,887
1972 $56,465

EXTENT OF LOCAL SUPPORT
1971 $21,045
1972 $28,000

QUEST hopes to develop a cadre of ecologically well-informed and environmentally concerned young people who will understand the techniques of the professional ecologist as a result of having practiced some of these techniques. These young people will be aware of local agencies concerned with environmental improvement and of legislative and other efforts being made in this area.

Project QUEST students and faculty assisted an engineering firm in the compilation of the "Regional Economic Base Study and Development Study-1972." They also cooperated with the Old Colony Planning Council to such a degree that a member of the QUEST staff was appointed to the Economic Advisory Board of the Council. Brockton public officials, the Brockton Department of Public Health, and environmentalists from Bridgewater and Stonehill Colleges have also responded favorably to the project and have offered their cooperation.

The concern now being expressed in Brockton for D. W. Field Park was initiated and fostered by the students and faculty of Project QUEST. This interest in the park led to the development of the Brockton Concerned Citizens Group, which is now concentrating its efforts on saving the park from further pollution.

# 14. Metropolitan Education Center (EdCo)

300 Longfellow Hall, Appian Way, Cambridge, MA 02138

The Metropolitan Education Center (M.E.C.) consists of the Annex Program and the Special Education component, each of which is concerned with innovative, alternative forms of education and the inherent training implications and programs.

The Metropolitan Annex Program brings together urban and suburban junior high school students from Boston, Brookline, Cambridge, Concord, Lexington and Newton in non-school space where they design their own curriculum in collaboration with the program staff.

Students and staff volunteer to participate in the program which is divided into three six-week cycles with a new group of students in each cycle. The staff consists of teachers from participating schools, Northeastern University and Boston University. In an annex, the teachers and students, freed from the restraints of classrooms and local neighborhoods, jointly explore the urban context under the themes of power, relationships and identity. The learning-teaching experience takes place in a real and dynamic context as opposed to the vicarious learning environment available in the classroom.

The M.E.C. Special Education component is directed toward the development of new approaches to teacher training and in-service training programs for general

DIRECTOR
Henry Owen

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617-495-4656

PARTICIPATING DISTRICTS
Boston
Brookline
Cambridge
Concord
Lexington
Newton (LEA)

OTHER STAFF POSITIONS
Director of Metropolitan Annex School
Administrative Assistant
Director of Special Education
Program Coordinator
Evaluator
Secretary

and special educators. A Resource Teacher Program has been developed and implemented in nine elementary schools and one junior high school. Each program has been designed specifically to meet the individual school's needs. Consultant services and workshops are provided to assist the special education teachers in working through their new roles as resource teachers.

The Special Education component also provides workshops in areas identified by the teacher as necessary to upgrade skills and acquire new ones. Along with this traditional approach to retraining, a selected number of special education teachers have been provided released time one afternoon each month to meet and develop action plans.

A University-School Coordination Committee enables university and school personnel to jointly develop and implement new programs in teacher training. These programs concentrate on the following areas: generic approaches, integrated approaches, curriculum innovation, urban/suburban models, elementary and secondary approaches.

TITLE III SUPERVISOR
Roselyn Frankenstein

ESEA TITLE III GRANTS
1971 $195,555
1972 $131,360

EXTENT OF LOCAL SUPPORT
$95,533

# 15. LEAGUE: Learner Guided Education

101 Mill Rd., Chelmsford, MA 01824

Project LEAGUE is a network of 13 elementary schools in the Merrimac Valley area which have adopted an Individually Guided Education (I.G.E.) approach to instructional innovation. The I.G.E. system is facilitated by the utilization of a multi-unit organization plan in which each participating school directs its efforts to the needs of the learner.

Project staff disseminate up-to-date curriculum information and serve as change-agents through regularly planned interventions with participating teachers, parents and administrators. The instructional improvement committee in each school facilitates communication and increases participation in the decision-making process by all members affected. The organization and I.G.E. strategy works towards 35 measurable outcomes without adding to the size and complexity of the permanent school system.

Approximately 6,000 elementary students benefit from the individualized instructional method through Project LEAGUE. This program of change requires an estimated three to five years in order to achieve the array of program objectives.

DIRECTOR
Leslie C. Bernal

PHONE
617-256-3985

PARTICIPATING DISTRICTS
Methuen
Lawrence
Andover
Wilmington
Tyngsboro
Chelmsford
Littleton
Westford
Fitchburg

OTHER STAFF POSITIONS
2 Field Agents
Coordinator (half-time)

TITLE III SUPERVISOR
Jeanne Maguire Widmer

EXTENT OF LOCAL SUPPORT
1971 $7,000
1972 $43,000

ESEA TITLE III GRANTS
1971 $146,170
1972 $103,058

# 16. Self-Direction Through Group Dynamics

Holten-Richmond School, 57 Conant St., Danvers, MA 01923

This regional research-demonstration project has the general aim of helping students and faculty improve their concepts of themselves, their awareness of their own and others' feelings, their communication skills and their capacity to function effectively in a group. Since these qualities are related to the affective component of learning, the eventual goal is to increase social and cognitive learning.

During the first year of the program, 30 faculty and 200 students participated in weekly meetings which focused on two particular group approaches: transactional analysis and family-centered education. Pre- and post-testing of experimental and control groups in grades 6, 7, and 8 indicated that the students in the program showed a significant increase in positive feelings about themselves. The students also responded very well to an activity-oriented group approach piloted during the first year. Faculty report increased enjoyment of teaching, greater sensitivity to children, a more open attitude, and a tendency toward more student-directed activities, including discussion of student behaviors in the classroom.

Outcomes of the first year include new mini-courses in group dynamics for students, staffed by teachers and guidance directors trained during 1971-72 working in pairs; group dynamics discussions in after school detention; interest in developing parent groups (expressed by both parents and teachers); innovations in teaching content; and introduction of a combined physical education-group dynamics approach into the ongoing physical education curriculum for eighth grade students.

This latter activity is a cooperative program with Hamilton-Wenham's Title III Project Adventure staff, in which physical education faculty are trained in both outdoor tasks and group discussion skills. The second year program also includes humanities education based on Gerald Weinstein's work at the University of Massachusetts which provides a curriculum for teaching awareness and coping with social learning, and achievement motivation, an approach based on McClelland's studies.

The program base has expanded to include Masconomet Regional School District, where 23 faculty are meeting weekly in a training seminar in affective education. Quincy High School will soon begin another faculty group working with achievement motivation in a fashion similar to a new group at Danvers High School composed of 18 faculty and administrative personnel. Currently there are 35 junior high school and elementary faculty enrolled in seminars at the project's new office and studio at the Holten-Richmond School.

DIRECTOR
Marjorie Kettell

PHONE
617-777-0488

PARTICIPATING DISTRICTS
Danvers
Masconomet Regional School District
Quincy

OTHER STAFF POSITIONS
Research Assistant
Several Psychologists (part-time)
Secretary

TITLE III SUPERVISOR
David Jackman

ESEA TITLE III GRANTS
1971 $104,000
1972 $75,000

EXTENT OF LOCAL SUPPORT
$30,000

# 17. Training for Redeployment of Teaching Personnel

33 Quequechan St., Fall River, MA 02723

Training for Redeployment of Teaching Personnel has as its main objective the improvement of reading performance in the elementary schools in Fall River. It is a basic premise of the program that the most effective method for upgrading pupil performance is to improve the instructional services offered to students. Therefore, the initial emphasis of the program is to offer teachers the opportunity to take advantage of three distinct but related aids to improving the quality of their classroom performance.

The first of these consists of in-service coursework in reading. Two courses are offered locally at no charge to the participants laying the foundation for a "diagnostic-prescriptive" approach.

Secondly, Saturday morning practicums allow teachers the opportunity to experiment with techniques and materials outside of their normal classroom settings.

The third and unique aspect of the program involves a newly created role, the instructional intermediary--developed around an excellent classroom teacher assigned to a school full-time to work with teachers in reading. The intermediary works with the classroom teacher not as a remedial teacher but as a co-teacher in the normal classroom setting.

After one year of operation, the project has definitely made an impact on the six schools in which it was involved. Reading achievement results from pre- and post-testing indicate that improvement has been significant. In the six schools in which classes were tested, the mean net gains per class were 2.0, 2.2, 2.6, 1.3, 2.5, and 3.4 years. These figures represent the gain above and beyond the anticipated gain over the time span of the test for each school and take into account past performance. Children in these six schools achieved approximately 25% more than would have been anticipated without the program. This rate of growth should continue in the first year schools and should be duplicated in the schools new to the program this year.

Teachers have demonstrated their enthusiasm for the project in spreading the word to other teachers throughout the system: the two in-service courses this year have a combined enrollment of 65 teachers (15% of the K-6 teaching staff, approximately 20 teachers more than participated last year).

In brief, the project has been successful in involving teachers in the everyday teaching of reading as demonstrated in the upgrading of student performance in schools.

DIRECTOR
Joseph Roderick

PHONE
617-678-4571 x225

OTHER STAFF POSITIONS
Reading Coordinator

TITLE III SUPERVISOR
Judith Dortz

ESEA TITLE III GRANTS
1971 $60,090
1972 $47,663

EXTENT OF LOCAL SUPPORT
$125,000

# 18. Training Teachers in Psychological Education

417 Rock St., Fall River, MA 02720

Teacher Training in Psychological Education is an in-service teacher-training program to implement the Fall River Drug Abuse Curriculum on a city-wide basis. The Fall River Drug Curriculum has elements of self-image, communication skills, values, decision-making and drug knowledge.

Experience in Fall River has shown that teaching facts about drugs has no effect on student patterns of drug use. This teacher-training program is based on the belief that drug education put into the context of humanistic psychological education can be very effective.

The goal is to foster the normal emotional growth and psychological development of each student. This in-service training program aims to prepare teachers to responsively address themselves to the "whole child" and thereby be prepared to deal not only with the drug crisis but with any social crisis that comes along.

Training and evaluation consultants are supplied through Gerald Weinstein, Director of the Center for Humanistic Education at the University of Massachusetts. Before Fall River teachers are accepted into the Training Program, they must have completed a University of Massachusetts course (given in Fall River) entitled, "Introduction to Humanistic Psychological Education."

Through this course they receive a conceptual framework to understand the Training Program before actually volunteering for it. They also participate in many low risk experiential exercises designed to give them a "gut level" introduction to the Training Program.

Teachers who then volunteer for the training in psychological education receive a minimum of 84 hours during the 1972-73 school year. They form support groups which meet at least every two weeks. Once a month a con-

DIRECTOR
William J. Gastall

PHONE
617-678-4571 x285

PARTICIPATING DISTRICTS
Fall River Public Schools
Diocese of Fall River

OTHER STAFF POSITIONS
5 Consultants

TITLE III SUPERVISOR
Roselyn Frankenstein

ESEA TITLE III GRANT
1972 $42,610

EXTENT OF LOCAL SUPPORT
$55,000

sultant comes from the University of Massachusetts to present some new methods or techniques of psychological education requested by the teachers.

During the school year these teachers will be videotaped in their classrooms at least once a month and given feedback by their support groups. They will endeavor to move their classrooms toward the following norms: more spontaneous teacher; student-teacher shared decision-making; teacher as facilitator; students working in small groups; learning as a process; informal climate; individualized instruction; learning centers; feelings will be legitimate; "present" orientation. It is expected that 25 teachers per year will receive this training.

# 19. Community Language Program

St. Stephen's School, Clinton St., Framingham, MA 01701

Back in 1969 a small pilot bilingual program was written up in KALEIDOSCOPE because it showed what imagination and a will to serve could accomplish. It consisted of one classroom of 17 Spanish-speaking, non-achieving youngsters, two teachers, an eager beginning coordinator and a very encouraging administration.

Encouraging results brought two main developments for 1970-71. First, the school system gave the coordinator a go-ahead for a comprehensive bilingual Spanish-English program that would include all grades and around 100 children. Second, a proposal was presented to Title III for a new kind of school: a multi-language, bilingual school which would take care of all languages plus English As A Second Language, and would serve as a transitional training place for all new non-English speaking students at any time of the academic year and at any age.

This Center would also be offered regionally to 17 surrounding communities in the hope of providing a practical solution for a complicated problem. The Center was funded by Title III and has been functioning since September 1971.

The first year began with 38 children. This grew to 80 children, 15 from outside communities. Twelve languages were represented. The second year began with 85 children, 20 from surrounding communities and 8 different languages represented.

Typically migrant, the student population experiences quick losses and equally quick acquisitions. However, the Center has managed to move, with different expectations of success, a good number of children. Four that were sent to regular high school in Framingham will be the first follow-up alumni. These four had demonstrated themselves capable of functioning in regular academic classes in English at their true ability level without allowances having to be made.

DIRECTOR
Ignacia Mallon

PHONE
617-879-6230

PARTICIPATING DISTRICTS
Framingham
Maynard
Medfield
Natick
Franklin

OTHER STAFF POSITIONS
Assistant Director
Teachers
Art Therapist
Language Tutors

TITLE III SUPERVISOR
Roselyn Frankenstein

ESEA TITLE III GRANTS
1971 $124,000
1972 $98,450

EXTENT OF LOCAL SUPPORT
$125,000

Several new dimensions have also made their appearances. Once the language problems are tackled, the non-English speaking students begin to fall within the same classification lines as any other student population: emotional disturbance, learning disabilities and mental retardation. These are doubly difficult to diagnose and to treat due to the language situation.

This year, in cooperation with the Framingham Schools Special Services, a P.L. 750 class of non-English speaking problem children has been started, as well as a Remedial Skills Service. The Center also envisions providing services for the mentally slow children.

The staff of the Multi-Community Language Center hope that their efforts can serve as a model for other communities facing similar problems.

# 20. Innovative Consortium—Career Development

Greater Lowell Regional Vocational-Technical School, 10 Bridge St., Room 302, Lowell, MA 01852

The Greater Lowell Regional Vocational-Technical School, not scheduled to open its doors until 1974, has already begun to concern itself with the career development of students. A project has been established to train teachers from the feeder schools in the philosophy, skills, environment and media needs essential to continuous progress education.

The Regional Career Development Consortium features a highly individualized program of instruction which bases student progress on performance and permits students maximum flexibility in meeting their educational needs. Teachers from the feeder schools have started using the Learning Activity Packages (LAP's) developed under the program in their classrooms.

The curriculum of the new vocational-technical school will be precisely coordinated with that of the feeder schools in the district, making it possible for the new school to capitalize on what entering students already know and to offer them advanced placement. Use of the LAP's will enable students to move back and forth between the academic high schools and the vocational-technical school to obtain the training which most nearly meets their career development needs.

In order to accomplish these objectives, two workshops have been conducted. These were directed at preparing teachers to bring about educational improvement by working cooperatively in the development of an individualized curriculum and in the analysis of problems arising from the introduction of such changes in the schools.

Participants were expected to be able to formulate a scope and sequence for their individual disciplines,

DIRECTOR
Robert R. Reeder

PHONE
617-459-2336

PARTICIPATING DISTRICTS
Lowell
Lowell Trade
Dracut
Tyngsboro
Nashoba
Montachusett
Haverhill Trade
Manchester, N.H.
University of Vermont

OTHER STAFF POSITIONS
Curriculum Director

TITLE III SUPERVISOR
Scott Waddleton

ESEA TITLE III GRANTS
1971 $94,000
1972 $65,000

EXTENT OF LOCAL SUPPORT
1971 $30,000
1972 $154,000

write instructional objectives, sequence the learning ideas, write complete LAP's for their individual disciplines, develop tests for each LAP, estalish teams for cross-articulation between disciplines.

Other endeavors have included the development of a Career Information Deck which will provide counseling material for exploratory career counseling, group counseling and individualized counseling through articulation with the LAP's.

An evaluation by a private agency following the project's first year stated, "The participants completed the program with very positive feelings... felt the program had successfully helped them to understand contemporary theories of curriculum development...felt that program participation had increased personal motivation, initiative and skill as a teacher."

# 21. Franklin County Supplementary Education Center

359 Main St., Greenfield, MA 01301

The Franklin County Supplementary Education Center is a special service unit attached to the Greenfield School Department which serves Franklin County preschool and elementary school children, their parents and their teachers.

Briefly stated, the objectives of the Center are:

- To administer complete diagnostic evaluations in the areas of developmental reading, learning disabilities and social and emotional adjustment; to recommend retraining procedures and to assist both the school and the parents in the implementation of such recommendations.

- To increase understanding, change attitudes and help County school administrators and teachers identify and plan improved educational programs for gifted children.

- To provide consultation to newly established programs and/or to help established programs raise the quality of their service in the areas of developmental reading, learning disabilities and mental health.

- To demonstrate that emotionally disturbed children can be helped to greatly improve their social and academic performance when a complete service for them and their families is provided.

- To provide in-service training in effective mental health and educational procedures for use in the classroom.

The mode of operation at the Center to meet these objectives is threefold:

- service by direct contact with children, their parents and their teachers;

DIRECTOR
Antoinette Ilardi

PHONE
413-774-2243

PARTICIPATING DISTRICTS
The 25 Towns of Franklin County

OTHER STAFF POSITIONS
2 Clinical Child Psychologists
2 Psychiatric Social Workers
1 Learning Disabilities Specialist
1 Developmental Reading Specialist
2 Therapist/Teachers

TITLE III SUPERVISOR
Ellen Butterfield

ESEA TITLE III GRANTS
1971 $102,775
1972 $109,900

EXTENT OF LOCAL SUPPORT
1971 $35,000
1972 $19,000

- demonstration, by operating two classes for children with emotional handicaps, by assisting school staff members to implement prescriptive retraining procedures, by meeting with school staff members to discuss the development of the gifted child and assisting them in adjusting educational programs for such children;

- training, by providing professional improvement to teachers through consultation with established services within the schools as well as by offering a number of specific organized in-service training programs.

The professional techniques used by the Center to meet these objectives join together the established principles of clinical child psychology and modern educational methodology. Among the projects which the Center has conducted are: a seminar in the mental health aspects of classroom teaching; a training workshop in the administration of the Stanford-Binet Intelligence Scale; a seminar for parents and teachers of children with perceptual handicaps; weekly discussions with a teacher of a class for emotionally handicapped children; monthly meetings with learning disability specialists in the county.

The Center has also conducted monthly classroom observation visits to each of the four County Head Start Classrooms, followed by individual conferences with Head Start teachers and supplemented by bi-monthly discussion groups on such issues as separation anxiety, hostility, aggression and learning theory.

Evaluation of the professional techniques used at the Center show them to be similar to those used by Centers which belong to the American Association of Psychiatric Clinics for Children. The on-site evaluation team provided by the Department of Education reported that the quality of the procedures was high, the transmission of information to schools was well organized, and that the parents were well satisfied and appreciated the service rendered to their children.

SUPPORT FROM DEPARTMENT OF MENTAL HEALTH
1971 $32,000
1972 $38,000

ERIC RETRIEVAL NUMBER
ES 001-905

# 22. Project Adventure

775 Bay Rd., Hamilton, MA 01936

Project Adventure seeks to transmit a sense that life should be entered into fully, actively and compassionately. The Project has implemented a series of curricular and extra-curricular activities which are designed to give the participants:

- an enhanced sense of their own competence.
- an increased recognition that the verbal abstractions of the classroom relate to the world outside of the classroom.
- an improved ability to work effectively within a task-oriented group.
- a developed sense of the obligation and the satisfaction involved in service to others.

DIRECTOR
Robert Lentz

PHONE
617-468-1766

PARTICIPATING DISTRICTS
Hamilton-Wenham
Danvers
Newburyport
Andover
Lynnfield
The Pingree School
Lewenberg JHS (Boston)

- an understanding of the basic factors involved in decision-making.

The Project endeavors to accomplish these goals through an extensive series of apparently diverse but philosophically connected activities, such as:

1. A physical education program for sophomores, based on the Outward Bound program.
2. A series of small group, community-based assignments.
3. A volunteers program in which students tutor for credit in the elementary schools and assist in other community institutions.
4. A community-wide recycling program.
5. A series of multi-disciplinary courses which meet for several periods a day and which are unified by the commitment to accomplish a major task.
6. A series of one-day to three-week outdoor adventure trips.
7. A community-based outdoor equipment center for the benefit of the participating communities.
8. A series of workshops directed at teacher training.

The Project, in its first year, focused on the Hamilton-Wenham Regional High School in Hamilton. Since then six additional schools have adopted the program with the aid of project staff, and this is one measure of the success of the program.

The Project's evaluation has shown significant increases in self-confidence and physical competence among the target population. Change was somewhat greater for girls.

A parent questionnaire revealed that 79% felt the program had a positive effect on their children. Parents mentioned a "visible increase in self-confidence" and "a refreshing enthusiasm" most frequently as changes attributed to the Project.

OTHER STAFF POSITIONS
3 Staff Associates

TITLE III SUPERVISOR
David Jackman

ESEA TITLE III GRANTS
1971 $96,304
1972 $86,800

EXTENT OF LOCAL SUPPORT
$37,000

# 23. Learning Disabilities Film Training Program

Maria Hastings School, 2618 Massachusetts Ave., Lexington, MA 02173

Implementation of the Massachusetts Acts-1972--Chapter 766 requires identification of children with learning disabilities and encourages programs for these children. The newness of the field of learning disabilities, the lack of undergraduate training for classroom teachers, the financial burden of providing individual help for all handicapped students, and the pressure to implement programs, all create a need for an effective way to reach large numbers of teachers to provide them with new models for teaching.

The Learning Disabilities Film Training Program aims to help in meeting this need by providing classroom teachers with skills to make them effective in working with children with learning disabilities, including special education students. The program may also be helpful to physicians, parents, psychologists and paraprofessional tutors.

DIRECTOR
Constance C. Murray

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617-862-7500 x342

OTHER STAFF POSITIONS
Consultant
Script Writer-Editor

TITLE III SUPERVISOR
Judith Dortz

ESEA TITLE III GRANTS
1972 $94,100
1973 $79,508 (Expected)
1974 $41,718 (Expected)

EXTENT OF LOCAL SUPPORT
1972 $16,500
1973 $17,750 (Expected)
1974 $19,000 (Expected)

The Lexington Public Schools, working with WGBH-TV, Children's Hospital Medical Center, college and university specialists, the New England Special Education Instructional Materials Center and the Division of Learning Disabilities of the Department of Education will produce and disseminate a training program in learning disabilities combining films, a guide and a training institute.

A series of short 16mm films in color will be made in Lexington classrooms by WGBH. The guide will include supplementary material for each film with special sections for people such as pediatricians, psychologists

and paraprofessionals. The training institute, along with the films and the guide, will comprise an in-service program which will be presented in each regional center of the Department of Education, then offered to schools and other target groups across the state. An hour-long documentary on learning disabilities designed for the general public will also be presented by WGBH.

The training materials produced under this program will be continuously evaluated by an advisory council; by teachers from Lexington and from other representative rural, suburban and urban schools; by physicians; psychologists; parents; by national consultants; and by members of the Massachusetts Department of Education. Formal evaluation will depend on pre- and post-tests, classroom observation scales, measures of pupil progress, rating sheets, questionnaires, and reviews, while requests for films, letters, and telephone calls will be used for informal evaluation.

Changes in medicine, technology, and learning theories require that teachers be retrained so as to identify each child's competencies, deficits, and style of learning and then draw on teaching strategies to meet his needs. This project will contribute to that end.

# 24. Sidetrack

Brooks School, Lincoln, MA 01773

The Sidetrack Project operated during 1971-72 as a semi-autonomous sub-system of the Lincoln (Brooks) and Boston (Lewis) Schools, providing racially balanced, urban and suburban on-the-scene education for junior high school students, using high school assistants and community volunteers in addition to professional staff.

Small, intimate learning situations replaced the more common large classrooms. Each junior high student had three to four community electives each week, given by responsible members of the two communities and held in community spaces. These electives ranged anywhere from ethnic cooking to library, and each was usually allotted one two-hour session a week.

Sidetrack had one classroom in the Lewis School in Roxbury and one in the Brooks School in Lincoln. The students spent half their time in the community electives and half their time in these classrooms, where basic skills such as language instruction and math were stressed. At mid-year the two halves of Sidetrack switched places. Teachers and students thereby benefited from the experience of a city school and a suburban school, as well as getting a fresh start at mid-year.

The program also gave senior high school students from Boston, Lincoln and Sudbury the opportunity to sample teaching experiences in the field of education. These students participated under the Career Explorations Program at the Lincoln-Sudbury Regional High School.

DIRECTOR
Ruth Wales

PHONE
617-259-8934

PARTICIPATING DISTRICTS
Lincoln
Weston
Boston

OTHER STAFF POSITIONS
2 Coordinators

TITLE III SUPERVISOR
David Jackman

ESEA TITLE III GRANTS
1971 $117,000
1972 $68,628

EXTENT OF LOCAL SUPPORT
1972 $23,300

Some of them were Roxbury residents in the METCO program at the school.

Evaluation clearly shows that racial integration was achieved in the Sidetrack classrooms. Other data on cognitive and affective gains was generally positive but too skimpy to draw firm conclusions.

In addition to the Brooks-Lewis project, a parallel planning and pilot activity involving Weston (Junior High) and Mattapan (Lewenberg Junior High) will produce and test all alternate models of the Sidetrack idea.

A continuation of the project more closely integrated into the regular school program was proposed for 1972-73, but enrollment of students from Lincoln was not sufficient. A planning and pilot program which will analyze and correct the problems relating to low enrollment, reassess the program as outlined, strengthen the community electives design, develop broader suburban support, and provide positive introductory Sidetrack experiences was proposed and funded instead.

# 25. Storefront Learning Center

90 West Brookline St., South End, Boston, MA 02118

The Store-Front Learning Center seeks to create a highly interactive, open-structure learning environment for inner city children, their teachers and parents that can be readily adapted to Boston's schools. A regular and repeating schedule of classes from South End, Roxbury and Chinatown public and parochial schools visit the Center's elementary and middle school model classrooms during the school day.

Students are offered opportunities to explore freely with multi-level materials in math, reading, science, social studies and arts and crafts--often with the city or more immediate neighborhood as the focus of the day's curriculum. Many of the Store-Front's staff are from the surrounding community (Black, Puerto Rican, White and Chinese) and bring a wide variety of experiences and training to their teaching.

To encourage the transition of traditional classes to the more open model suggested by the Store-Front Learning Center, staff members work with the visiting teachers back in their own classrooms during the week helping with curriculum plans, classroom layout, new and inexpensive materials. These teachers also attend an accredited after-school open education workshop series at the Store-Front with other teachers and parents from all over Boston.

Other Store-Front programs include an after-school drop-in center for neighborhood children offering projects in reading, science, math, social studies, arts and crafts; a pre-school for local 3-, 4-, and 5-year olds, using a similar open-structure method and stressing par-

DIRECTOR
Thelma Burns

PHONE
617-267-1166

OTHER STAFF POSITIONS
Teachers
Parent Coordinators

TITLE III SUPERVISOR
David Jackman

ESEA TITLE III GRANTS
1971 $70,550
1972 $49,555

EXTENT OF LOCAL SUPPORT
$21,645

LEA
Lincoln

ent involvement; a bilingual (Spanish/English) morning program for neighborhood parents; other workshop series for teachers and parents in Black Studies and Puerto Rican culture and a series for Store-Front staff development; mini-courses in ecology, creative movement, Black Studies, criminology and photography at Cathedral High School; a cross-age teaching project, placing Copley Square High School students in South End elementary classrooms as aides.

# 26. Education Bank

154 Moody St., Lowell, MA 01854

The Education Bank is the mechanism by which all existing resources in the Lowell public and non-public schools, together with those which will be produced, are brought together for economy, efficiency and, above all, effectiveness in delivering competent services.

The Bank is a repository of material, equipment, techniques and information. The professional staff, aided by paraprofessionals, will, on request, analyze a problem and prescribe effective remedies. This kind of assistance will be rendered to pupils, parents and teachers.

The Bank helps the schools become skilled in curriculum development by providing a forum for professional discussion and needs assessment and then the resources (professionals, materials and organizational arrangements such as released time) to design and carry out the program to address the needs.

Too often, teachers are provided a finished product for implementation and, after its use, must await another finished product designed by others. Through the Bank, the professionals have the opportunity to assess the needs, design the program to take care of the needs, implement and through on-going evaluation, adapt or radically change the program to meet the objectives.

DIRECTOR
Peter S. Stamas

PHONE
617-459-2139
617-459-2130

OTHER STAFF POSITIONS
Media Specialist
Curriculum Development Specialist
Curriculum Developers
Education Interns
Clerk Typists

TITLE III SUPERVISOR
Judith Dortz

ESEA TITLE III GRANTS
1971 $132,000
1972 $96,676

EXTENT OF LOCAL SUPPORT
$151,200

Materials and equipment are loaned only after the staff is sure the recipient can properly use them. If necessary, the staff will demonstrate the use of such items and train the recipient in their use. These services are rendered at the Education Bank, in the home, in the school, or anywhere else in the community where such service is needed.

Initially, the emphasis of this project is directed towards the schools and the community-at-large within the Lowell Model Cities target area. Lowell has a public school population of 16,510 and a non-public school population of 6,800. All students in the target area (15% of the city's total school population) will be directly served. In addition, the Education Bank will give service to the non-school population of the area (both children and adults) for a potential of 8,000 learners.

The role of the Bank is to encourage and enhance different ideas and approaches to instruction and serve as a place where teachers can express diverse educational ideas, discuss their pro's and con's with Bank personnel and with consultants provided by the Bank, then try out the ideas in practice.

# 27. Arts for Intergroup Relations Education (AFIRE)

Lincoln Filene Center, Tufts University, Medford, MA 02155

Arts for Intergroup Relations Education (Project AFIRE) trains teachers to use a variety of art techniques to examine the affective concerns of intergroup relations. The Project is researching and continually developing new curricula primarily for use in grades K-8. Classroom activities combine intergroup-interpersonal relations and the visual and performing arts, and revolve around techniques that are adaptable to any grade level.

Traditionally, intergroup relations has been considered social studies, but as learning activities were developed and tested in the pilot and planning year of AFIRE, an interdisciplinary approach was adopted by the Project staff. This means that AFIRE learning activities are suitable for use throughout the standard curriculum with classroom teachers rather than specialists as the primary facilitators.

The AFIRE curriculum deals with five issues of concern with respect to children: prejudice, groups, emotions, conflict, and people change. The arts are seen as the vehicles for making responses to these issues as well as the outcomes of handling materials and techniques in response to one's thoughts and feelings. Because each outcome, each product is uniquely one's own, the curriculum teaches respect for the individual worth of each child as the students share and communicate their thoughts in a tangible way.

DIRECTOR
Jon E. Kaiser

PHONE
617-628-5000 x351

PARTICIPATING DISTRICTS
Arlington
Bedford
Cambridge
Framingham
Hingham
Lexington
Medford
Quincy
Shepherd Knapp
Somerville
Wellesley

OTHER STAFF POSITIONS
Co-Director
Director of Curriculum Development
Curriculum Specialist
Director of Media Services

Among activities and games developed by students and teachers have been school-wide media fairs, an animated film with coordinated sound track created by a second-grade class, a genealogical class mural by a fifth-grade class, and a series of photographic essays on feelings by a group of first graders.

After an initial training workshop of 50 hours, teachers are visited throughout the year by Project staff who act as resource-support personnel. Teachers have joined AFIRE in teams from 11 different school systems. They are expected to work together and rely on each other for help and feedback once they return to their respective school systems.

A local multiplier effect is achieved through in-service sessions conducted by project teachers for their colleagues in individual schools. Periodically (five times a year), all teachers who are a part of AFIRE are invited to general feedback sessions conducted by Project staff.

Evaluation data indicate that teachers are highly receptive to most of the concepts and techniques advanced by AFIRE. Learning activities already being used by some teachers have been collected and shared with all teachers in the Project. New activities developed specifically by the Project are also disseminated. Evaluation also indicates that teachers are more freely facing and examining their own feelings, emotions, values and attitudes--describing their personal areas of prejudice and thereby becoming more effective teachers in intergroup relations.

Intergroup Relations Education has been researched by the Lincoln Filene Center, Tufts University, since 1965, and a classroom curriculum was published from this research. AFIRE has taken the concepts of intergroup relations and hypothesized that the most effective way of dealing with affective concerns is through all forms of visual and performing arts.

TITLE III SUPERVISOR
Roselyn Frankenstein

ESEA TITLE III GRANTS
1971 $33,525
1972 $79,019

EXTENT OF LOCAL SUPPORT
1971 $1,000 from each district
1972 $3,000 from each district

# 28. Network of Innovative Schools

The Manufactory, Mechanics St., Merrimac, MA 01860

The NETWORK OF INNOVATIVE SCHOOLS is a voluntary federation of almost 100 public, private and parochial schools in Massachusetts committed to innovation. The goal of the NETWORK staff is to assist member schools to improve programs for their children and to help them become self-renewing organizations.

Membership in the NETWORK may be at two levels--Affiliate or Associate.

Affiliate schools receive a quarterly newsletter, have the opportunity to participate in NETWORK workshops, conferences, and a course for graduate credit; request NETWORK publications; request assistance from the NETWORK on an ad hoc basis; and avail themselves of such other services (e.g., field-testing educational products;

DIRECTOR
David P. Crandall

PHONE
617-346-8181

LEA
Montachusett RSD

PARTICIPATING DISTRICTS
100 public, private and parochial schools through Massachusetts

participating in cooperative research) as may become available. Affiliate schools are linked with each other largely through communications media produced by the NETWORK staff as well as through individual collaborative relationships.

Associate schools receive the same services and materials as Affiliate schools and, in addition, are assigned a team of three NETWORK staff members, one of whom functions as the primary linking agent. This team is charged with primary responsibility to help each school to determine its needs; define and prioritize possible areas for improvement; generate alternative solutions to its problems; develop concrete action plans; evaluate progress toward program goals; and disseminate results.

Based on a systematic state-wide assessment of needs, the NETWORK plans, organizes and conducts workshops for its members. These have taken place on a variety of educational subjects including: the civil rights of teachers; open education; the role of the educational information consultant; exploring the creative potential of teachers; problem solving techniques; enhancing group effectiveness; designing social psychological curriculum; implementing integrated day curriculum; implementing and managing change in the schools; evaluation methodology; systems analysis of the educational enterprise; identification of goals; the operationalization of fuzzy concepts; team teaching; and the development of Learning Activity Packages for individualizing instruction.

This program is conducted in an atmosphere of collaboration -- the NETWORK staff of eleven help one another to help educators, who in turn take what they have gained through NETWORK activities back into the classroom and help their students.

OTHER STAFF POSITIONS
Field Staff of 6 Linking Agents
3 Communications Staff
2-1/2 Administrative Support Help
1 Special Projects Coordinator

TITLE III SUPERVISOR
Judith Dortz

ESEA TITLE III GRANTS
1972 $53,500
1973 $174,330 (Expected)

EXTENT OF LOCAL SUPPORT
$50-$200 per Affiliated School

# 29. Project C.A.R.E.: Curriculum of Affect for Responsive Education

Montague Public Schools, One Avenue A, Turners Falls, MA 01376

How a Curriculum of Affect for Responsive Education (C.A.R.E.) came to Montague is one of those educational adventures in dissatisfaction, frustration, confusion and action.

The academic indifference of secondary students could no longer be totally tagged to the home environment. The drug problem could no longer be called a fad. No longer could the national studies noting the affective deficits in American students be ignored. The "total child" commitment could no longer be bantered about unless the school district really meant it.

A good amount of relevant and comprehensive cognitive and psychomotor offerings were already in the curriculum. However, since these alone do not a person make, a serious decision was made to renew one of the oldest traditions in Western education--commitment to the education of the whole man.

Thus, in the summer of 1971, Project C.A.R.E. was born. In August, a two-week teacher training workshop in humanistic education was offered by the program director and her staff to provide opportunity for personnel to experience affective education and to provide skills for implementing a humanistic education curriculum.

Humanistic Education is now taught during the first half hour of every school day to all children in grades K-6. The children meet in family groups with an age span of three years. The curriculum content involves the self and three sub-areas of concern: identity (Who am I? Do I count?); connectedness (To whom do I belong? How do I relate?); and power (Do I have control over what happens to me? Am I in charge of my own destiny or is all this being decided for me?).

Each of five humanistic education staff members works with the personnel in the elementary schools--in their classrooms, through individual conferences half-day--and elementary school personnel from all buildings meet for on-going training and to maintain a sense of community within the entire school system.

Two other courses are being offered: a catch-up course for those who missed the summer workshop and other interested people such as teacher aides, interns and administrators from other levels; also a community course for interested parents and townspeople.

Reactions of teachers and children to the daily curriculum has been positive. Teachers and administrators have expressed the feeling that a more humane atmosphere is permeating the entire school day. How does the self measure up as a valid part of the daily curriculum? When asked what his greatest achievement was, Leonardo da Vinci replied, "Leonardo da Vinci".

DIRECTOR
Paul C. Bassett

PHONE
413-863-9311

OTHER STAFF POSITIONS
Program Director
5 Team Members
(part-time)

TITLE III SUPERVISOR
David Jackman

ESEA TITLE III GRANT
1972 $43,650

EXTENT OF LOCAL SUPPORT
$8,339

# 30. Individualized Methods and Portuguese/American Cultural Training

455 County St., New Bedford, MA 02740

Project IMPACT (Individualized Methods for Portuguese American Cultural Training) has as its ultimate goal the development of a bilingual-bicultural curriculum that will enable teenage immigrant students (13-16 years old) to obtain an education at a level commensurate with their age and ability. Utilizing their language as a means of instruction and communication, the program will attempt to meet their academic needs in science, mathematics and social studies. It is hoped that through individualized instruction, their below-grade-level placement will be eliminated and the high dropout rate decreased.

The three years of Project IMPACT will sequentially consist of a planning year, a planning and program piloting year and a program operational year. During the planning year, a diagnostic test will be developed to determine the academic needs. A comparative study of the New Bedford Junior High curriculum and the Portuguese curriculum will be completed. Cultural differences will be determined and considered when developing the curriculum.

By the end of the second year, the curriculum will be completed and all instructional materials gathered. A pilot class in Portuguese-American culture will be implemented during the second semester of the school year.

Finally, the third year will involve the full implementation of a bilingual-bicultural individualized curriculum for all teenage immigrants entering the program.

The goals of the program are as follows: (1) students will become proficient in English while retaining their language and culture; (2) when students leave the program, they will attend public school classes with greater self-confidence and minimal adaptive problems; (3) students will be motivated to remain in school long enough to attain their occupational aspirations; and (4) students will successfully complete their education at a reasonable and acceptable age.

It is hoped that Project IMPACT's contribution to education will be far-reaching. Not only will the local community be served by the research planning and the forthcoming bilingual-bicultural curriculum guides, but also the nation as a whole will profit from the processes implemented by Project IMPACT.

DIRECTOR
Mario A. Teixeira

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617-997-4511 x235

OTHER STAFF POSITIONS
3 Curriculum Specialists

TITLE III SUPERVISOR
Roselyn Frankenstein

ESEA TITLE III GRANT
1972 $50,785

EXTENT OF LOCAL SUPPORT
$7,300

# 31. Common Concerns Collaborative on Open Education

565 Chickering Rd., North Andover, MA 01845

Early in the summer of 1970, a group of educators began to come together at the Northeast Regional Center in North Andover to seek a definition of open education and obtain information about its possibilities as a viable alternative to traditional classrooms. The teachers and administrators exchanged ideas, resources and identified common concerns.

As each participant began to explore his thoughts and organizational design with the others in the group, what had at first resembled an extremely divergent stream of concepts and programs began to merge into some very precise common philosophical and operational strands. A series of visitations, some evening workshops, the utilization of participants as resource consultants in neighboring communities and a composite slide-tape definition of open education led to a successful collaborative application for an ESEA Title III planning grant for 1972-73 and the formation of the Common Concerns Collaborative on Open Education ($C_3OE$).

The participants represent a diversity of programmatic and organizational designs. As a group, they are committed to the idea that there is an advantage to a variety of designs built on the individual needs, resources and strengths of the various schools, but stemming from a common philosophical base and commonly held assumptions.

$C_3OE$ feels open education is less a method of teaching than an attitude toward learning and learning processes which acknowledges that although educational goals may be the same for all children, each child must be aided and supported to find his own way in attaining these goals by individualized instruction.

A third basic assumption shared by the group is that the most critical factor in the success of any open education program is the structuring of the parameters within which the child, the teacher, or the principal can act freely: i.e., can make real decisions about what he will do or what he will learn. It is only when there is a possibility for some real and relevant choices that an individual is able to commit himself to caring about what choices he makes.

The participating schools are representative of urban-suburban communities in Eastern Massachusetts. The main grouping is geographically located in the northeast region with a linking school in central and southern Massachusetts.

DIRECTOR
Daniel Poor

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617-687-0778

PARTICIPATING DISTRICTS
Acton
Arlington
Bedford
Beverly
Burlington
Brockton
Danvers
Georgetown
Ipswich
Leominster
Lynn (LEA funded)
Marblehead
Reading
Swampscott
Topsfield/Boxford
Shore Country Day (Beverly)
Pike (Andover
Brookwood (Manchester)
Tower (Marblehead)

OTHER STAFF POSITIONS
Educational Assistant

TITLE III SUPERVISOR
Judith Dortz

ESEA TITLE III GRANT
1972 $49,347 (planning grant)

EXTENT OF LOCAL SUPPORT
$21,000

# 32. Project HEED

37 West Main St., Norton, MA 02766

Project HEED is designed to identify, diagnose and prescribe remediation for children with learning disabilities in the towns of Easton, Foxborough, Mansfield and Norton. Its efforts focus primarily in the school and secondarily in the home.

Through a variety of educational experiences, it is hoped that the community will acquire enough expertise in dealing with these children that few, if any, outside services will be required in the future. To implement this goal, workshops are being held for classroom teachers, special services personnel, kindergarten teachers, area medical personnel and parents.

The workshop for medical personnel will be designed to orient local physicians to learning disabilities with emphasis on an understanding of pertinent data to be gathered on a child, interpretation of this data and transmission of appropriate information for interpretation in a comprehensive evaluation.

A Parent Advisory Council has also been set up which meets twice monthly and acts as a liaison body between the school system, Project HEED and parents with the specific goal of communication on the topic of learning problems.

Workshops will be held in each of the four participating communities for parents. The objectives of the workshops are to provide parents with useful information and with constructive strategies in dealing with their children.

DIRECTOR
Ted T. Sherwood

PHONE
617-285-9811

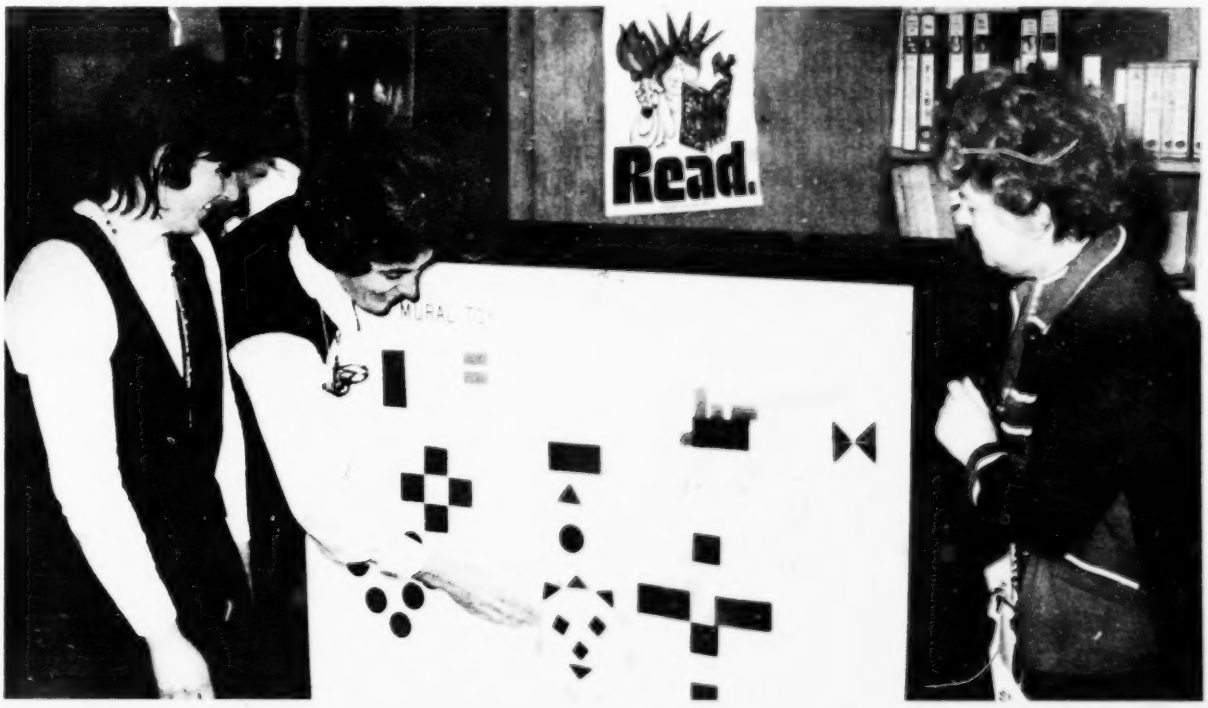
PARTICIPATING DISTRICTS
Easton (LEA)
Foxborough
Mansfield
Norton

OTHER STAFF POSITIONS
Psychologist
Learning Disabilities Coordinator
Executive Secretary
Professional Aide

TITLE III SUPERVISOR
Martin Martinian

ESEA TITLE III GRANT
1972 $64,202

EXTENT OF LOCAL SUPPORT
$248,000



# 33. Project LINC: Learning in the Community

Quincy Public Schools, 70 Coddington St., Quincy, MA 02169

It has long been conceded that learning takes place outside of the classroom. However, all too often, little interaction exists between the schools and the community. So community-based learning experiences are seldom correlated to classroom activities.

Project LINC is designed to provide a vehicle for correlating classroom and community learning activities. LINC seeks to involve the whole community in the process of education by providing up to 100 community learning sites to be used by students. Law offices, city departments, banks, businesses, and service organizations will open their doors to students.

Community learning sites will be chosen according to interests expressed by teachers and students. Since the curricular concepts identified for the project are common to existing classroom concepts, the on-site style of teaching and learning can be evaluated according to general objectives already in classroom use.

In other words, participating students will be learning many of the same things that they would be exposed to in the classroom, but they will learn them in a different way. The LINC staff feels the on-site experiences will add an impact of relevancy which is impossible to duplicate in the classroom.

Each learning site selected will be formalized in a learning package that can be related to a general objective of the program. The packages will contain performance objectives to facilitate measurement before, during and after student on-site involvement.

Initially, Project LINC will involve students from grades 11 and 12. During the three-year funding period, the project will gradually expand to offer community-based learning experiences to students at all levels in all grades. In its final form, Project LINC will be a core curricular resource essential to and available to all social studies programs of the Quincy Public Schools.

DIRECTOR
Michael Hurley

PHONE
617-471-0100 x230

OTHER STAFF POSITIONS
Community Organizer
2 Cooperating Teachers
(half-time)

TITLE III SUPERVISOR
Jeanne Maguire Widmer

ESEA TITLE III GRANT
1972 $51,184

EXTENT OF LOCAL SUPPORT
1972 $4,200

# 34. Environmental Center for Our Schools (ECOS)

Springfield Public Schools, 195 State St., Springfield, MA 01103

ECOS is an interdisciplinary environmental study program which utilizes the facilities of a city park as an ideal outdoor school setting. Springfield's 745-acre Forest Park contains treasures of all types of natural environments. The park has become the classroom for the Environmental Center which serves 7,000 fourth, fifth and sixth graders from the city's public and parochial schools.

Children who have never had an opportunity to explore areas beyond their own home and school and some who have had the opportunity but have never related it to expanding their environmental knowledge are included in the activity-centered program.

Six permanent staff teachers use the outdoors as a teaching tool. They are skilled in the role of the teacher as a guide in helping children discover. Each of these teachers is assisted by an aide. The children arrive by bus from their schools first thing in the morning, have lunch at the park and are taken back to their schools in time for regular dismissal.

Each fourth grader spends three consecutive days at the park. The first day, he takes a discovery hike to sharpen his senses. All discoveries are shared with classmates with the understanding that no living thing be disturbed. After a picnic lunch, he hikes to a field to learn about the living members of the field--their needs and their relationships in the field community.

On the second day, he is taken to a pond where he learns about its members, their needs and the relationships that exist. Special activities have been designed to teach compass and map skills. The forest community is investigated on the third day, and students also conduct measurement activities.

The fifth graders, during their two days at the park, learn about succession from pond to field to forest; adaptation and seasonal changes.

The sixth graders come to the park for three days during the winter months to learn about survival and man's responsibility toward his environment. They learn climbing skills, how to make shelters, a little about First Aid and how to identify some edible wild plants and seeds. Their last day involves a group exercise in survival, followed by a mapping exercise.

Man-made changes in the park environment are discussed. Value judgments are encouraged as to which changes were beneficial and which were detrimental.

ECOS also serves as a training program for the 300 classroom teachers whose students take part in the program. This training enables them to carry on programs in their own school environment. A number of colleges in the area have also supported the project by involving their practice teachers and practicum students.

Parents are invited to take part in the program with their children, and more than 800 parents have accepted this invitation. Their participation has enabled the program to disseminate environmental awareness to a group most schools find difficult to reach.

As a result of the Title III program, a computerized achievement monitoring system has been developed for the grades participating in ECOS. This system enables classroom teachers to monitor each child's progress, thereby helping to better meet the student's individual needs.

DIRECTOR
Clifford Phaneuf

PHONE
413-733-8161

OTHER STAFF POSITIONS
6 Teachers
6 Aides
1 Secretary
Custodian (part-time)

TITLE III SUPERVISOR
Ellen Butterfield

ESEA TITLE III GRANTS
1971 $128,961
1972 $97,365

EXTENT OF LOCAL SUPPORT
1971 $13,388
1972 $43,065

# 35. Three Dimensional Project—3D

Box 333, Sturbridge, MA 01566

"The community is where it's at...Kids should explore their own towns...get out of the classrooms... into the world around them...examine...think...feel... look at their values, histories, life styles..."

Easier said than done, as most teachers and students will vouch. Who in heaven's name knows what to do once everyone gets "out there"? Here is a project that actually teaches teachers what to do--trains them to plan a social science unit using the community, to organize student activities and develop teaching strategies to carry it out, to work with community people who can help the project, and to evaluate its overall success in the process.

Based on the Taba method, an inquiry-based social studies approach, the training begins in a two-week summer workshop where 25 teachers from 11 communities and all grade levels learn how to write this new curriculum by going through a sample model themselves as students.

The first part of the model makes use of Old Sturbridge Village, a reconstructed New England farming community in the early 1800's and one of the few outdoor museums in the country. Selected as the project site because it is actually a miniature community, the museum provides both a training ground for teachers and an historical backdrop for more contemporary units written in the teachers' individual communities.

Project staff are assisted by those in the village in demonstrating how to explore such questions as: What was farm family life like in 1790? What was the role of the children? the husband? the wife? How did family life change with the industrial revolution? How did it differ from today? Teachers are trained in how to make generalizations and to question, how to find and collect evidence, how to write behavioral objectives, and how to assess progress.

The second part of the model--a more contemporary problem--is demonstrated in the summer workshop, too. A trip to the Charlton Woolen Mills in a nearby town concluded the family study in this past summer's workshop and provided evidence for comparing a mill-working family of 1972 with its counterpart of 1820. How has decision-making changed? By the close of the summer workshop, teachers are well into developing their own community studies.

Monthly two-day workshops and classroom visits by project staff follow up the summer training during the year. Teachers bring their students to the village for the first part of their own projects and concentrate on their individual communities for the second half of the year. They learn things they never knew existed--the information you can get from archives, what the city assessors office can tell you, and how to explore a graveyard

DIRECTOR
Alberta P. Sebolt

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PARTICIPATING DISTRICTS
Sturbridge
Southbridge
Shrewsbury
Worcester
Hudson
Bolton
Stow
Oxford
Needham
Hamilton-Wenham

OTHER STAFF POSITIONS
Assistant Director/
Executive Secretary

TITLE III SUPERVISOR
Jeanne Maguire Widmer

ESEA TITLE III GRANTS
1971 $80,000
1972 $69,000

EXTENT OF LOCAL SUPPORT
$20,000

--profitably. Teachers can earn graduate credits while they are working and have a good time, too!

First year project teachers are enthusiastic not only about the new skills they have learned, but for what they see as a radical shift in their teaching styles. All feel they have moved from a "telling facts" approach to a more exploratory style of teaching where the students are more involved.

A fair number of these first year teachers have begun training colleagues in their school systems. Many have made solid contacts with helpful and interested community people--historians, town clerks, shopkeepers, etc. And all felt the project helped their confidence grow. Besides, as one teacher said, "Old Sturbridge Village isn't a bad place to learn."

# 36. Education for Living

Shaw Junior High School, Forest Ave., Swampscott, MA 01907

The prime motivation for this project is to find a way to provide quality in-service education in the fields of drug, alcohol and sex education for large groups of teachers with a variety of specialties. The Title III project objectives deal primarily with the training of family living teachers.

A curriculum building and revision workshop and a summer institute made the summer of 1972 both educational and productive for those involved in the Education for Living program. The main objective of the curriculum workshop was to revise the existing Education for Living curriculum in grades seven, nine and ten and a second objective was to design a course of study for grades eight, eleven and twelve.

Both objectives were fully realized and now a revised and fully up-to-date course of study for grades seven through twelve has been produced. It is expected that over 200 copies of this curriculum guide will be disseminated throughout the Commonwealth and the United States.

The four-week Education for Living 1972 Summer Institute focused on four areas: human relations, subject matter content, behavioral objectives and development of learning activity packages.

An in-depth evaluation of the program is now in progress.

DIRECTOR
William R. DiMento

PHONE
617-599-1170

TITLE III SUPERVISOR
Scott Waddleton

ESEA TITLE III GRANTS
1971 $34,290
1972 $27,500

EXTENT OF LOCAL SUPPORT
$29,000

# 37. Prevention of Maladaptive Behavior in Elementary School Children

Superintendent's Office, Wachusett Regional School District, Main St., Holden, MA 01520

Through an innovative counseling program funded by an ESEA Title III grant, the Wachusett Regional School District hopes to prevent maladaptive behavior

in elementary school children. The program utilizes a counselor to coordinate school personnel, specialists, pediatricians, psychologists and social agencies in focusing remedial assistance on the child and his family.

The project seeks to identify students who are having problems adjusting to school because of underlying emotional difficulties. Students in grades K-6 with mild emotional problems are counseled in an effort to prevent these problems from becoming more severe. Severely disturbed students are channeled into transitional classes.

Through the services of the liaison counselor, the project seeks to provide diagnosis, referral, support and remediation within the local school setting. Teachers are also provided with methods and information that will help them handle the problem child in the classroom.

Presently in its second year, the project has already met with much success. The number of referrals to the transitional classes for the emotionally disturbed decreased by approximately 75%--indicating that more and more of these students can now be supported in regular class programs. The decrease in transitional class referrals has enabled the project staff to establish a class for four severely disturbed 7-8 year olds who would otherwise have to be institutionalized.

Of the 56 students involved directly in the program during its first year, 50 were evaluated by their teachers at the end of the year as having fair to excellent adjustment to school, whereas at the beginning of the school year only 21 of these students were seen as having fair to excellent adjustment to school.

Responses from parents indicate that 92% felt the program should be continued; 8% took no position; 75% indicated the program had been beneficial to their children. Currently, the in-service teacher training aspect of the program has been expanded in an attempt to involve more school personnel, creating a supportive and therapeutic learning environment for all the children in every school.

DIRECTOR
Forrest R. Gilmore

PHONE
617-829-2370

OTHER STAFF POSITIONS
Supervisor-Counselor

TITLE III SUPERVISOR
Jeanne Maguire Widmer

ESEA TITLE III GRANTS
1971 $14,461
1972 $10,772

EXTENT OF LOCAL SUPPORT
1971 $31,787
1972 $8,723

# 38. Learning Problems Laboratory in Western Massachusetts

Mt. Carmel School, Convent Hill Rd., Ware, MA 01082

Ware Public Schools and a group of pilot schools with ESEA Title III funding and the support of consultants and project staff are developing an innovative regional Learning Problems Laboratory. The intent of the project is to identify specific learning and behavior problems and through a prescriptive process approach, assist teachers and school personnel in resolving problems for elementary students, K-8, in small school districts in western Massachusetts. Ultimately, the project

DIRECTOR
Edna M. Conlin

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413-967-4553

PARTICIPATING DISTRICTS
Chicopee
Clarksburg

objective is to expand its regional program to serve students in grades K-12.

For the project purposes, learning problems are identified as those behaviors which are inconsistent with generally recognized classroom goals. This definition excludes organic learning problems. A behavior matrix developed by task force teachers and project staff identifies specific problem behaviors with their corresponding dimensions. These categories of behavior are considered within the normal range, but are self-defeating to the child and impede the learning process. A number of prescriptive units containing suggestions, alternative methods, and resource materials for dealing with behaviors on the matrix have been developed. The initial twelve units are concerned with classroom management problems. As these units are evaluated and field tested throughout the region, fifteen new ones are being developed and edited. The goal is a 50% reduction in problem behaviors through the use of these units.

Laboratory staff are available to assist teachers with the observation of behaviors in the classroom, diagnosing needs and priorities, and for consultation on techniques and materials to be used in the remediation process.

A series of in-service training workshops is designed to offer teachers, counselors, and administrators an opportunity to familiarize themselves with the basic concepts of a diagnostic-behavioral and prescriptive process approach to problem-solving. Workshop content is organized to meet specific needs expressed by educators and includes material for conferences with parents.

Prescriptive units developed by the Laboratory are available for distribution outside of the pilot school region at a nominal charge. A directory of referral resources available in Massachusetts has been published and may be obtained without charge upon request.

The services of the Laboratory are intended to supplement those of counselors, psychologists, and other special personnel and to provide a more effective learning environment for the individual student and for the total class.

Deerfield
Monson
New Salem
Ware
Williamsburg
Williamstown

OTHER STAFF POSITIONS
Consultant
In-Service Training Supervisor
Field Representative

TITLE III SUPERVISOR
Scott Waddleton

ESEA TITLE III GRANTS
1971 $45,330
1972 $96,000

EXTENT OF LOCAL SUPPORT
25¢ per student from participating schools

# 39. Home Base School

465 Mt. Auburn St., Watertown, MA 02172

The Home Base School in Watertown provides an alternative high school education for 100 students, 25 each in grades nine through twelve. There are seven staff members and two full-time interns. The school was designed to utilize the Watertown and greater Boston community as a large part of the students' educational experience. Consequently, over 100 volunteer resource people from the community teach either at Home Base, in

their homes, at their jobs, or in various sites in the community.

The school's aim is to encourage students to become responsible for their own education by providing a rich variety of educational experiences for them to take advantage of. The school has been able to provide experiences for students in such diverse locations as colleges, social service agencies, auto body shops, law firms, radio stations, elementary schools, day-care centers, and carpentry studios. The only field experiences that have been difficult to provide for students are those covered by trade unions; the staff is still investigating ways of opening up opportunities in these areas.

The school has been able to provide experiences for students in such diverse locations as colleges, social service agencies, auto body shops, law firms, radio stations, elementary schools, day-care centers, and carpentry studios. The only field experiences that have been difficult to provide for students are those covered by trade unions; the staff is still investigating ways of opening up opportunities in these areas.

In view of this emphasis on student-initiated programs, the staff's role has become increasingly that of counselor and advisor, helping students to define their interests and goals, to develop programs that will meet these needs, and then to evaluate their progress. The advisor system, whereby each student has a staff member he meets with weekly, has become a core of the structure of the school since it provides both the counseling and the accountability essential to an individualized program.

DIRECTOR
Peggy McNeill

PHONE
617-926-3540

OTHER STAFF POSITIONS
Program Chairman
5 Coordinators (Language Arts, Math/Science, Humanities/Art, Social Science, Technical/Vocational)

TITLE III SUPERVISOR
David Jackman

ESEA TITLE III GRANTS
1971 $30,000
1972 $34,200

EXTENT OF LOCAL SUPPORT
1972 $105,000

The school's goal, too, is to provide a balance of experiences between the community within the school and the outside community. All students take some classes at the school and use the school as a meeting place to exchange experiences. In addition, there are several activities in the school that involve students from diverse interest areas and provide an opportunity to combine a variety of talents. The experimental theatre is the largest of these activities, often involving up to half of the student body in one of its facets--technical crew, set construction, acting, etc. The sophistication and uniqueness of the productions have reflected the collective effort of so many diverse interests and talents.

In evaluating the first year of the program, one observation the evaluation team made was that colleges and employers were favorably impressed with the self-motivation and initiative of students involved in the Home Base program.

# 40. Parent Counseling

Wayland High School, Old Connecticut Path, Wayland, MA 01778

Recognition of the problem of student alienation --from home as well as school--plus commitment to a theoretical model which states that changing the milieu of the family will result in changes in the child, has led to the establishment of this project. Alienation in this context is determined by the symptoms of academic underachievement, drug use and potential or actual runaways. The project addresses itself to the parents of high school students in these three groups with the goal of improving the child's personal, social and academic functioning.

The counselor works with both parents in a series of fifteen weekly counseling interviews. In the first meeting, the counselor learns about the family organization and acquires a general picture of the intra-family dynamics. The problem, as the parents see it, is defined.

In subsequent meetings, parents are educated to the procedures which develop ego strength and are helped to find ways to build up their child's self-esteem. Communication patterns among family members are examined, and the counselor makes specific suggestions as to how communication can be improved. Areas of conflict are explored and methods for resolving conflicts are suggested.

The program began in September 1971, and at present two full-time and one half-time counselor share a caseload of 49 families. Wayland and Weston each have one full-time counselor who works in close cooperation with the school's guidance department--the primary source of referrals. Administration is handled from an office in Wayland High School.

DIRECTOR
Cynthia Atlas

PHONE
617-358-7634

PARTICIPATING DISTRICTS
Wayland
Weston

OTHER STAFF POSITIONS
3 Counselors

TITLE III SUPERVISOR
Martin Martinian

ESEA TITLE III GRANTS
1971 $60,990
1972 $50,915

EXTENT OF LOCAL SUPPORT
1971 $13,150
1972 $29,910

Students with parents in counseling have told the counselors they saw changes at home since their parents joined the program. Parents in counseling have recommended other families to the program. The number of self-referrals made by parents for counseling attests to the growing community awareness of the project. Teachers have been involved through the presentation of workshops held by project staff to explain the program, and through in-service seminars which focus on helping teachers enhance their communication with parents.

Evaluation procedures indicate that the success of the program in its first year has been positive, though modest. New ideas and approaches that developed from the experiences of the first year of the Project are: group counseling series for parents with similar problems; a lecture course for parents on Adolescent Psychology; and the development of demonstration tapes and exercise materials for use by guidance counselors.

# 41. Project Pioneer

102 Elm St., Westfield, MA 01085

Project Pioneer is a consortium of school systems pooling their resources in an effort to create a self-sustaining, in-service training model that provides for self-renewal and the revitalization of curriculum. By utilizing the leadership training resources of nearby universities, Project Pioneer is designed to bridge the gap between institutions of higher learning and public and non-public school systems. One of the first steps in bridging this gap has been to offer graduate credit for workshops given within the school systems.

Over 3,000 teachers and administrators will benefit from a two-year training program. Training will focus on teams of teachers and administrators who will work together to implement new ideas within their own buildings.

In the first year, the teachers and administrative leaders will receive in-depth training in organizational development strategies, current curriculum and instructional techniques, leadership styles and effectiveness and specific topics that will be derived from a needs assessment.

Different groups of teachers will pursue selected topics in depth according to their own interests and needs. Workshops will cover open classroom/integrated day programs, affective curriculum strategies, developing an inquiry curriculum, continuous progress curriculum and group problem-solving techniques.

During the second phase of the project, trained leaders will coordinate on-site training for their own staff. Project consultants and resources will provide a support system for leaders engaged in training their peers.

DIRECTOR
Dean Berry

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413-568-2447

PARTICIPATING DISTRICTS
Agawam
East Longmeadow
Springfield
Westfield
West Springfield

OTHER STAFF POSITIONS
Consultants

TITLE III SUPERVISOR
Ellen Butterfield

ESEA TITLE III GRANTS
1971 $60,656
1972 $21,366

EXTENT OF LOCAL SUPPORT
$1,000 cash contribution from each participating district

Project Pioneer will also involve teachers, citizens and students in the process of setting educational goals within each school system. This begins with a goals analysis activity in which these groups exchange ideas, refine goals and help establish project training objectives.

In brief, this project's contribution to the five communities served will include: the utilization of college and university expertise in promoting staff growth within each school system; joint planning and program development for a consortium of school systems; the creation of a highly skilled corps of teachers and administrative leaders; and the application of an individualized in-service training program geared to meet the needs of each school system.

# 42. Work Opportunity Center

166 South Boulevard, West Springfield, MA 01089

The Work Opportunity Center is an occupational training center designed on the educational model for students with special needs who are so disabled that they cannot be effectively prepared through traditional school programs to enter the competitive labor market. The Center is unique in that it is the first such project in the nation sponsored and administered by a public school system coordinating the services of rehabilitation, education, mental health and business-industry.

Affiliated with West Springfield High School's Human Development Program, the Center provides a continuation of high school services through which students may earn a high school diploma. Students spend six hours each weekday at the Center doing sub-contract work for area industries, learning a basic academic curriculum and such social skills as acceptable work habits, personal grooming and interpersonal relations. They also take part in counseling sessions and recreational activities.

The participants progress through three phases of learning: initial training in general skills, development of specific skills for specific jobs, and finally a work training program in industry under close supervision by the Center. It is expected that some participants will complete all three phases of development while others will always be employed by the Center.

Administered by the West Springfield School System, the project involves 13 Western Massachusetts communities, encompassing five school districts. There are presently 34 students enrolled in the project and six full-time staff members, including project coordinator, workshop manager, social worker, vocational counselor, and two occupational instructors.

DIRECTOR
Donald R. Snyder

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PARTICIPATING DISTRICTS
Agawam
Gateway Regional District
Southwick
Westfield
West Springfield

OTHER STAFF POSITIONS
Project Coordinator
Workshop Director
Vocational Counselor
Social Worker
2 Vocational Instructors

TITLE III SUPERVISOR
Ellen Butterfield

ESEA TITLE III GRANTS
1971 $86,000
1972 $64,158

EXTENT OF LOCAL SUPPORT
1971 $10,000
1972 $28,000

# 43. Project Tape-It

Islington School, Westwood, MA 02090

TAPE-IT is a project to develop a method for teachers and students to examine their teaching and learning behavior by analyzing their verbal exchanges in the classroom. The design for this analysis is based on the research of Dr. Ned Flanders of the University of Michigan and his colleague, Dr. Edmund J. Amidon. Westwood's adaptation in this, the second year of study, is being used in 19 classrooms (kindergarten to grade 12).

Each TAPE-IT teacher has a regular lesson videotaped once a week for ten weeks. The teacher subsequently views this tape in light of the behavioral objectives that were drawn up for the lesson, and determines if changes should be made in the way succeeding lessons are conducted. Students also look at the tapes so they can analyze their learning behavior and decide what they might wish to change about it.

TAPE-IT does not evaluate teachers' and students' behavior, but provides an opportunity for them to examine what they say and do in the classroom. At the conclusion of each TAPE-IT year, a number of tapes are offered to the professional library for distribution to the Westwood schools for use in the continuing in-service education of its teachers. One elementary school is serving as a pilot school for this phase of the study this year.

At the conclusion of the third year, there will be a nucleus of TAPE-IT teachers in each school to carry on and expand the use of the videotape recorder for self-analysis.

An informal evaluation of the program after its first year of operation indicated that, in general, teachers found TAPE-IT enhanced their awareness of teacher-student interaction, increased self-confidence and contributed to their teaching effectiveness. Teachers found the Flanders paradigm a valuable tool with which to analyze their oral teaching behavior and one which they could adapt to their own teaching style.

The students, in general, agreed that it was a good idea to see themselves as others see them and felt all students should have a chance to be taped. They also became aware of the value of their input as part of the whole body of discourse in the classroom. It is interesting to note that the positive attitude of students toward TAPE-IT and self-change lessened proportionately from kindergarten to senior high school.

TAPE-IT has revised the student scorecards used to reflect students' oral behavior during a taping session. Teachers are adapting the forms to their own class needs and, in some cases, to individual needs.

DIRECTOR
Meave T. Sullivan

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617-326-7500 x76

OTHER STAFF POSITIONS
2 Video Aides

TITLE III SUPERVISOR
Judith Dortz

ESEA TITLE III GRANTS
1971 $35,140
1972 $25,780

EXTENT OF LOCAL SUPPORT
$10,000

# 44. Part Time: Pupils as Responsible Teachers to Increase Mutual Esteem

Union Street School, South Weymouth, MA 02190

Project PART-TIME allows high school students having special hobbies and interests to earn five credits toward graduation by sharing these interests with elementary, pre-school, and special education classes during the regular school day. Among the areas covered are arts and crafts, music, dancing, drama, languages, science, sports, vocational skills, photography and pets.

High school students who volunteer for Project PART-TIME are interviewed by the staff and guidance personnel. Those accepted are scheduled so that the last period of each school day is free for writing lesson units, researching information, preparing visual aids, viewing a variety of teaching procedures or teaching a lesson in an elementary school.

A summer workshop prior to the opening of school gives students an introduction to the mechanics of the program and introduces them to educational resources, including adult specialists in all levels of education and subject matter. Students also have an opportunity to teach preliminary lessons to "volunteer" children who come into the workshop.

During the second year of the project, there are 54 members of the DAY Corps (Developing American Youth) divided between North and South High Schools. Three technicians at each high school produce audio-visual items for members of the DAY Corps. Five elementary schools are serviced on a full-time basis and two on a part-time basis. The Special Education Building and the Child Care Center are also serviced.

Members of the DAY Corps work closely with elementary teachers in a mutual effort to aid any child who could benefit from receiving the individual attention of a "big brother" or "big sister" or a tutor. When Project PART-TIME first started, it was anticipated that the elementary school children would benefit by discovering new interests and new ways of learning. Of equal value has been the association of the younger children with the teenagers.

Tutorial services were so successful that a tutorial summer school was established in July at an elementary school with an attendance of 100 children from that school and 16 high school tutors. Attendance ran nearly 100% throughout the session. Participants enjoyed giving of themselves, they appreciated their opportunities to make valuable suggestions and contributions to the educational system, and in addition, they felt the new experience had helped them gain confidence, poise and understanding.

Complete evaluation data is on file at the State Department of Education office.

DIRECTOR
Mary F. Toomey

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617-335-6331

OTHER STAFF POSITIONS
2 Teaching Assistants
Secretary (part-time)

TITLE III SUPERVISOR
Roselyn Frankenstein

ESEA TITLE III GRANTS
1971 $56,793
1972 $40,229

EXTENT OF LOCAL SUPPORT
1971 $2,000
1972 $13,700

# 45. Intergrated Arts Curriculum

Williamstown Public Schools, 36 School St., Williamstown, MA 01267

The Integrated Arts Curriculum Project seeks to bring a balance to the curriculum and lives of teachers and children (kindergarten through sixth grade) in northern Berkshire County by using the arts as a means to immerse students in dynamic creative experiences. Using the expertise and creativity of teams of teachers/artists, learning experiences are being designed to realize four primary values: aesthetic, cultural, cognitive and affective. Each of these values calls for particular resources and approaches.

Specific units of study being developed in pursuit of these values include: Color and Light, The Shakers, Math and the Arts, Inside Out: Exploring Emotions. Methods utilize both verbal and non-verbal skills and may involve sound, body language and/or kinetic experiences.

If the arts are to be integrated into the lives and learning experiences of the children, vital involvement and interaction among teachers/artists is necessary. To this end, workshops and creative experiences are provided for teachers as well as children in such areas as dance, poetry, film, and "building things."

In cooperation with North Adams State College, a graduate class is being offered by the project staff in Integrated Arts, and with the assistance of the Massachusetts Arts Council, Poet-in-the-Classroom is being offered as well as a month-long IMPACT dance experience with the Bella Lewitsky troupe.

A Resource Center is packaging learning kits developed from the many facets of the project and making them available on loan to the project schools, thereby serving to extend the experiences to more children and teachers.

The Hutchinson-Fortune evaluation model will be the basis for assessing all of the components of the project enterprise throughout the year for purposes of decision-making and data collection.

DIRECTOR
Carol Hill

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413-458-5707

PARTICIPATING DISTRICTS
Williamstown
North Adams
Lanesborough
Mark Hopkins School
(North Adams State College)

OTHER STAFF POSITIONS
2 Arts Coordinators
Liaison Advisor in Music

TITLE III SUPERVISOR
David Jackman

ESEA TITLE III GRANTS
1971 $31,465
1972 $57,000

EXTENT OF LOCAL SUPPORT
$15,230

# 46. Project LEARN

Elm Park Community School, 23 North Ashland St., Worcester, MA 01609

DIRECTOR
Arthur W. Raybold

PHONE
617-798-0964

TITLE III SUPERVISOR
Jeanne Maguire Widmer

ESEA TITLE III GRANTS
1971 $55,900
1972 $39,950

EXTENT OF LOCAL SUPPORT
1971 $28,687
1972 $24,682

Project LEARN (Let Everyone Assume Responsibility Now) is a joint effort by Elm Park Community School teachers and parents to bring about teacher change through the use of social science materials designed to meet the affective and cognitive needs of children by encouraging them to learn through discovery.

The fact that the school is open to all ages and interests from 8:30 a.m. until 10:00 p.m. daily supports the concept that parents can develop a partnership with teachers in helping children learn. This partnership is not confined to after school hours, but also takes place during the school day.

Social science as the content area for teacher change is most fitting because the Elm Park community is a rich resource in terms of people, places and things.

Ten elementary teachers and eight community residents completed a six-week summer workshop in which the participants learned to write behavioral objectives and to analyze curriculum materials. Participants also observed new teaching strategies and tried some of these with children in the Elm Park Community School summer program. Participants also wrote master objectives for each of the school's three family groupings: primary, post-primary and intermediate.

Teachers and residents continued with their training from October 1972 through January 1973 by meeting once a week with the teaching strategies consultant to improve on strategies such as concept development, concept attainment, value clarification, interpretation of data and inquiry discovery.

Teachers and residents meet to plan their objectives, teaching processes and activities. They try at least one strategy per week. For example, in working on a master objective on cooperation, two primary teachers took their students to a park adjacent to the school. They were given pictorial lists of things to find, such as oak leaves, maple leaves, ants, trash, acorns and given a limited time to do it.

Interns from local colleges, parents and teachers were there to serve as scavenger consultants. Later, they discussed with the children what had happened in terms of teamwork or the lack of it, group success or the absence of it, and the enjoyment (or lack of it) from working with others.

This example demonstrates the type of planning necessary to allow children to discover concepts about cooperation without being "taught" and the important use of questioning skills to meet a predetermined objective. It also demonstrates how residents can perform teaching roles and how a local resource, such as a park, can be used.

# Subject Index

Numbers refer to articles, not pages.


AFFECTIVE EDUCATION 2, 11, 16, 18, 22, 25, 27, 29, 41, 45, 46

ALTERNATIVE SCHOOLS 24, 39

ARTS/HUMANITIES 7, 25, 27, 39, 45

BEHAVIORAL OBJECTIVES 2, 4, 7, 20, 46

BILINGUAL EDUCATION 10, 19, 25, 30

COMMUNITY/PARENT INVOLVEMENT 2, 6, 8, 9, 11, 13, 16, 21, 22, 23, 24, 25, 26, 29, 31, 32, 33, 34, 35, 37, 39, 40, 41, 42, 46

CURRICULUM DEVELOPMENT 2, 3, 5, 6, 10, 14, 16, 20, 22, 24, 26, 27, 29, 30, 36 39, 41, 45

EARLY CHILDHOOD EDUCATION 3, 21, 25, 32

EMOTIONALLY DISTURBED 16, 37, 38

ENGLISH AS A SECOND LANGUAGE 19, 30

ENVIRONMENTAL EDUCATION 5, 13, 22, 34

EXTENDED SCHOOL YEAR 6

GUIDANCE/COUNSELING 9, 11, 16, 37, 38, 40, 43

HEALTH/DRUG/PHYSICAL EDUCATION 9, 16, 18, 22, 29, 36

INDIVIDUALIZED INSTRUCTION 2, 4, 14, 15, 20, 25, 30, 31, 34, 39

LEARNING DISABILITIES 23, 32, 37, 38

MEDIA 23, 27, 43

OPEN CAMPUS 24, 33, 35, 39

OPEN EDUCATION 3, 4, 8, 25, 28, 31, 41, 46

READING 17, 21, 25

REGIONAL SHARED SERVICES 3, 10, 14, 15, 16, 19, 20, 21, 22, 24, 25, 26, 27, 28, 31, 32, 35, 38, 40, 41, 42, 45

SCHOOL ADMINISTRATION/ORGANIZATION 6, 9, 17, 24, 31, 33, 39

SOCIAL STUDIES 33, 35, 39, 46

SPECIAL EDUCATION (SPECIAL NEEDS) 12, 14, 19, 21, 23, 42

STUDENT INVOLVEMENT 4, 7, 9, 11, 13, 14, 22, 27, 39, 41, 44

TEACHER TRAINING/PROFESSIONAL DEVELOPMENT 2, 3, 4, 8, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29, 31, 32, 34, 35, 36, 37, 38, 40, 41, 43, 45, 46

VOCATIONAL EDUCATION/CAREER DEVELOPMENT 1, 12, 20, 24, 42

# City, Town and Region Index

This includes all districts receiving E.S.E.A. Title III services as of January 1973. Regional school district projects are listed by the name of the district, rather than by individual towns. Numbers refer to articles, not pages.


ACTON 31
ADAMS 1
AGAWAM 41
AMHERST 1
AMHERST-PELHAM RSD 1, 2
ANDOVER 15, 22, 31
ARLINGTON 27, 31
ASHLAND 3
ATTLEBORO 4
AUBURN 5

BEDFORD 27, 31
BELLINGHAM 6
BEVERLY 31
BILLERICA 7
BOLTON 35
BOSTON 1, 8, 9, 10, 11, 14, 22, 24, 25
BRAINTREE 12
BROCKTON 1, 13, 31
BROOKLINE 14
BURLINGTON 31

CAMBRIDGE 14, 27
CHELMSFORD 15
CHICOPEE 38
CONCORD 14

DANVERS 16, 22, 31
DEERFIELD 38
DRACUT 20

EAST LONGMEADOW 41
EASTON 1, 32
ERVING SCHOOL UNION 38

FALL RIVER 17, 18
FITCHBURG 15
FOXBOROUGH 32
FRAMINGHAM 3, 19, 27
FRANKLIN 19

GATEWAY RSD 42
GEORGETOWN 31
GLOUCESTER 1
GREAT BARRINGTON 1
GREENFIELD 21

HAMILTON-WENHAM RSD 22, 35
HAMPSHIRE RSD 38
HATHORNE 1
HAVERHILL 20
HINGHAM 27
HOLYOKE 1
HOPKINTON 3
HUDSON 35
HUNTINGTON 1

IPSWICH 31

LANESBOROUGH 45
LAWRENCE 15
LEOMINSTER 31
LEXINGTON 1, 14, 23, 27
LINCOLN 24
LITTLETON 15
LOWELL 20, 26
LYNN 31
LYNNFIELD 22

MANCHESTER 31
MANSFIELD 32
MARBLEHEAD 31
MASCONOMET RSD 16
MAYNARD 19
MEDFIELD 19
MEDFORD 1, 27
MERRIMAC 28
METHUEN 15
MILFORD 1
MILLIS 3
MONSON 38
MONTACHUSETT RSD 20
MONTAGUE 29

NASHOBA RSD 20
NATICK 19
NEEDHAM 35
NEW BEDFORD 30
NEWBURYPORT 22
NEWTON 14
NORTH ADAMS 45
NORTH ANDOVER 31
NORTHERN BERKSHIRE RSD 38
NORTON 32

OXFORD 35

PELHAM 2

QUINCY 16, 27, 33

READING 31

SHREWSBURY 35
SOMERVILLE 1, 27
SOUTHBRIDGE 35
SOUTHWICK 42
SPRINGFIELD 1, 34, 41
STOW 35
STURBRIDGE 35
SWAMPSCOTT 31, 36

TOPSFIELD-BOXFORD RSD 31
TOWNSEND 1
TYNGSBORO 15, 20

WACHUSETT RHS 37
WARE 38
WATERTOWN 39
WAYLAND 40
WELLESLEY 27
WEST SPRINGFIELD 41, 42
WESTFIELD 41, 42
WESTFORD 15
WESTON 24, 40
WESTWOOD 43
WEYMOUTH 44
WILLIAMSTOWN 38, 45
WILMINGTON 35, 46
WORCESTER 35, 46

# Grade Level Index

Numbers refer to articles, not pages.


PRIMARY-ELEMENTARY 3, 5, 8, 13, 15, 17, 21, 23, 27, 32, 34, 37, 38, 45

MIDDLE 7, 8

JUNIOR HIGH 9, 13, 16, 27, 36, 38

SENIOR HIGH 9, 12, 13, 16, 22, 24, 29, 30, 33, 36, 39, 44

K-12 1, 2, 4, 6, 10, 14, 18, 19, 25, 26, 35, 43, 46

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# Plans for KALEIDOSCOPE 8

The format of KALEIDOSCOPE 8 will be somewhat different from previous issues, concentrating on four specific areas of concern or interest to educators:

OPEN EDUCATION: Known as open classroom, integrated day, Leicestershire; and mainly in grades K-6. Not to be confused with open campus or open architecture.

ALTERNATIVE SCHOOLS: Public and private programs that take place primarily outside of regular school classrooms, but are organized and administered by school personnel; also, school-within-a-school programs.

MEDIA PROGRAMS: Film study, filmmaking and other media courses and activities, innovative media centers, media resources for teachers, unusual uses of media.

PERIPHERAL PROGRAMS: Educational programs for students (K-12) offered by organizations other than public or private schools; e.g., museum program, art workshop, theater training.

CAN YOU HELP??? If you are aware of a program in one of these areas that you think we should know about for possible inclusion in KALEIDOSCOPE 8, please fill out the KALEIDOSCOPE LEAD REPORT FORM on the opposite page.

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